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ABSTRACT

An introductory essay and an annotated bibliography concerning foreign students are presented in this issue of the Bulletin of the International Bureau of Education (IBE), along with an annotated bibliography on recent publications dealing with educational innovations, which was prepared by the International Educational Reporting Service (IERS), an IBE project. A subject and country index and list of institutions issuing the IERS documents are included. The issue also contains abstracts of documents on educational policy from China and Czechoslovakia by the Co-operative Educational Abstracting Service, also an IBE project. Keywords are provided in addition to bibliographic information and narrative summaries. The essay by Philip G. Altbach, "Introduction: Foreign Students in a Comparative Perspective," covers international student flows, curricular factors and foreign study, the economics and politics of foreign study, and factors in the decision to undertake study abroad on the part of governments, academic institutions, and individuals. Categories included in the bibliography on the foreign student dilemma include: academic experiences and performance, adaptation problems and issues, admissions policies and evaluation of credentials, the 'brain drain' and non-return issues, counseling services and health problems, disciplinary studies, foreign student advisers and personnel, and language issues. (SW)

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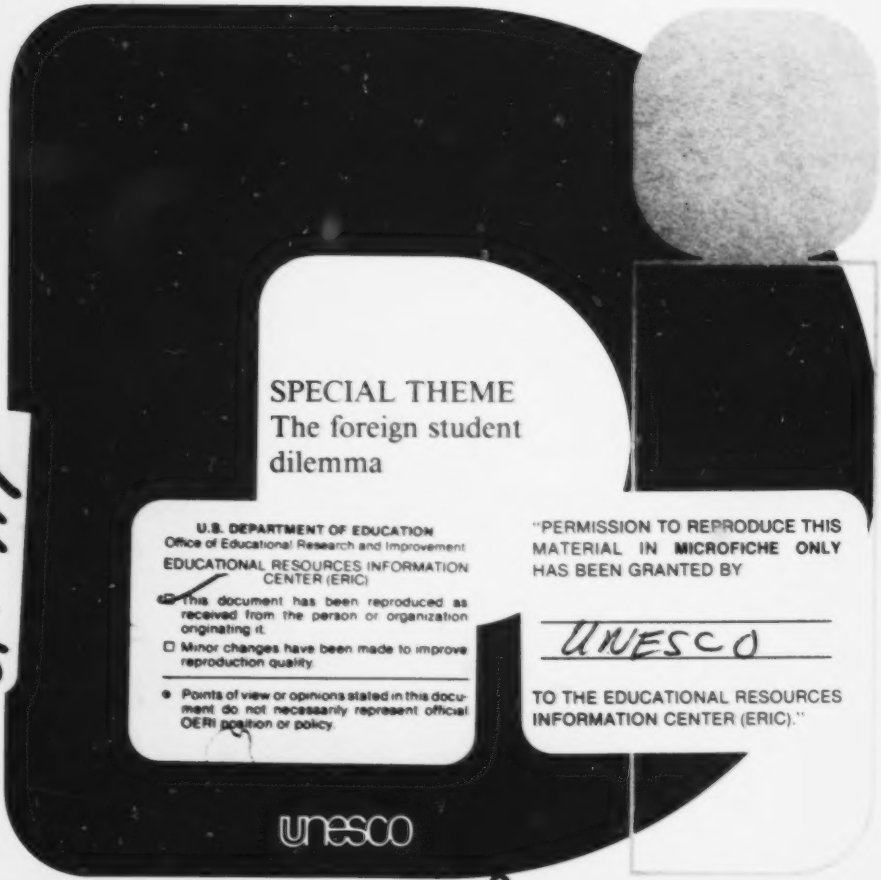

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The foreign student dilemma

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The foreign student dilemma

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The International Bureau of Education is a centre of comparative studies and information in the field of education. It was founded as a private organization in Geneva in 1925. In 1929, under new statutes, it became the first intergovernmental organization in its field through an agreement between Poland, Ecuador and the Republic and Canton of Geneva. In 1969, the IBE became an integral part of Unesco, while retaining wide intellectual and functional autonomy.

Unesco's International Conference on Education is organized by the IBE every two years. Each session of the Conference deals with a different theme and results in the adoption of an international recommendation on this theme. In addition, the IBE maintains a computerized educational documentation and information centre, which collaborates with over ninety national centres through the International Network for Educational Information (INED).

The IBE's programme emphasizes comparative and international studies in the educational sciences, which are issued as monographs. The IBE also publishes this quarterly *Bulletin*, each on a specific topic, and a quarterly newsletter entitled *Educational innovation and information*. Finally, its 'Information files' are offered as an editorial service for professional journals and periodicals. This service provides brief trend papers on education for use by co-operating publications.

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PREFACE

From its inception, Unesco has encouraged the flow of students between Member States. Many government officials and business leaders have been, in their formative years, recipients of Unesco fellowships or of fellowships offered by individual countries or non-governmental organizations, and many others have been involved in foreign study through their own resources. Many hundreds of thousands of students continue to study abroad in the mid-1980s, even though almost all countries now have universities of their own.

The presumed advantages of foreign study are many: the students involved may obtain a broader perspective than is often possible in domestic institutions; they may be able to pursue advanced study in areas not well developed in their home institutions; they meet students and faculty from other cultures and political systems, and thus can become more cosmopolitan and conscious of the interdependence of nations.

Foreign study, however, is not without problems. Some students may not adjust to the foreign experience. Alienation can occur, with some students not wishing to return to their home countries, and others return to a context which they find stressful. Others do not adjust well in the host country and carry attitudes with them when they return which are not consistent with notions of international understanding through foreign student exchange.

Furthermore, foreign study can be costly for the sending country. The majority of students studying abroad are supported entirely or partially by their own families or their own governments. If they do not return home, or if they return for a short time and then migrate abroad, the question must be faced as to whether the government has supported foreign study which encourages the so-called 'brain drain'. Some countries, however, find that the migration of high level talent which is in over-supply in their own countries can be useful in that income is derived through funds repatriated by the migrants and through capital that is returned when many such migrants return home later in their careers. And, of course, many such migrants point out that research and other facilities in their home countries would preclude their contributing at home in their areas of specialization, thus raising the question of whether or not the limitation of migration of high-level talent would limit the growth of knowledge and the development of individual potential among the world's talent, wherever it is found.

Many policy issues must also be faced by countries and institutions which host foreign students. For example, questions of the relevance of foreign education to local problems are often raised. Schools of engineering in highly industrialized countries do not, for instance, stress the kinds of engineering needed in a primarily rural society. Medical training in wealthy countries prepares specialists for a medical context which may not exist in a relatively poor country such as that from which the student originates. Such problems are only recently being addressed by host institutions.

Host countries also worry about the cost of educating foreign nationals and the effect on their own higher education system of the presence of large numbers of foreign students. Although most host countries recognize the many advantages of having young people of many nations mingling with their own, they at the same time must be concerned with the effect of foreign student enrolment on available places for their own students, especially in the high-cost medical and scientific faculties of higher education institutions.

The IBE is fortunate to have been able to interest an outstanding educator — Philip G. Altbach — who not only knows the research in the area, but who understands the relevant policy issues, to prepare this issue of the *Bulletin*. Every attempt has been made to include studies from the various geographic regions, although, of course, no bibliographic research can hope to include every study available. Those who feel that we have missed significant studies should send the study to us and we will include it in one of the IBE's data bases for future reference.

The ideas and opinions expressed in the Introduction, annotated bibliography and in the Co-operative Educational Abstracting Service of this book are those of the authors and do not necessarily represent the views of Unesco. The designations employed and the presentation of the material throughout the publication do not imply the expression of any opinion whatsoever on the part of Unesco concerning the legal status of any country, territory, city or area or of its authorities, or concerning its frontiers or boundaries.

SETH SPAULDING
Director, IBE

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THE FOREIGN STUDENT DILEMMA

Introduction: Foreign students in a comparative perspective

Universities are international institutions. Knowledge has no boundaries, and universities have traditionally welcomed individuals from many nations to study and teach. Indeed, the origins of the universities were international. The early European universities used an international language — Latin — and from the first had an international study body. Academic institutions continue to be international and one of the aspects of internationalism — foreign students — has become an issue of importance and considerable controversy in the modern world. Foreign students constitute an important element of the world higher education equation. It has been estimated that there are more than 1 million students studying outside the borders of their home countries, with 325,000 studying in the United States, 114,000 in France, and 62,000 in the USSR, the top three 'receiving' nations. The bulk of the world's foreign students come from the developing countries of the Third World and study in the industrialized nations of the 'North'.

The impact of foreign students is significant. It has been estimated that more than $2.5 thousand million is devoted to the education of foreign students in the United States, and over 10 per cent of total university enrolments in France are foreigners. In the United States, graduate study has been especially affected by foreign students, with half of graduate enrolments in fields like engineering and computer science made up of foreign students. Debates concerning appropriate policies regarding foreign study, the economic impact of foreign students, curricular aspects, ideological ramifications and other aspects have been increasingly common in many countries[1].

This essay places the multifaceted policy — curricular and economic — of foreign students in a broad comparative context[2]. It is our conviction that the foreign student issue has been neglected, that it has broad ramifications for higher education, and that it is in many ways symptomatic of international relationships in higher education — relationships based on deep-seated inequalities and affected not only by educational factors but also by economic and political considerations which transcend higher education. Not only are foreign students a significant educational variable, but they reflect basic issues in higher education. Those involved with policy making on both sides of the equation — the 'sending' countries and the 'host' nations — must fully understand the complexities of the situation. Too often decisions regarding foreign students and international study have been made by default, by the 'market forces' of Third World students eager for higher education overseas, by political leaders concerned with maintaining national influence through educational diplomacy, or by academic institutions in the industrialized nations wishing to fill their classrooms with students, regardless of the relevance of the academic programmes being offered[3].

The world balance of students

The flow of students across international borders is a complex matter. It is often assumed that the flow is exclusively from the Third World to the Western industrialized nations. The bulk of the foreign students flow is in this direction[4]. However, significant numbers of students go from one Third World nation to another to study. For example, Argentina, India, Lebanon (even under current conditions) and the Philippines are among the top twenty 'host' countries. Thousands of European students come to the United States and Canada to study, and many North Americans study in Europe. Thousands of American medical students studying in the Caribbean and Mexico and other parts of the world also contribute to the flow of foreign students. The European Community has simplified procedures for Western European students to study in the countries of the Community, although there has been some concern that the numbers of students crossing European borders to study has not been increasing. There is also a significant flow to the East European socialist nations, both from the Third World and within the region. The USSR, with 62,000 foreign students, is the third largest recipient of foreign students[5].

Most of the contemporary discussions concerning foreign student policy, adaptation problems, curricular relevance and other issues relate to the flow of Third World students to the industrialized nations. Yet even here the balance sheet is complex. India, often seen as a major exporter of students actually has an almost balanced flow of students – sending 15,000 abroad but taking in 11,000 overseas students. Similarly, the Philippines takes in almost as many students as it sends abroad. In both of these cases, the bulk of overseas students coming to study are from other Third World nations, while most of those who go abroad study in the industrialized nations.

Thus within the broad flow of students from the Third World to the Western industrialized nations, there are smaller, but nonetheless important, tributaries among the less industrialized nations, among the Western nations and among the socialist nations of Eastern Europe. The impact of foreign study varies considerably from country to country[6]. More than 10 per cent of students in France are foreign students, while in the United States, despite playing host to triple that number of students, foreign students constitute only 2.4 per cent of the total. In the United Kingdom where there has been much debate concerning policies relating to foreign students and to the relative costs and benefits of hosting such students, about 7 per cent of the total enrolments are from overseas[7]. The USSR has about 1 per cent of its student population from overseas.

For a number of sending countries, overseas study constitutes an even more important issue. The pressures for admission to post-secondary study are immense, and one way in which Third World nations have dealt with the pressure is by sending students abroad. Furthermore, academic programmes and specialities are frequently unavailable in newly established Third World universities, forcing students abroad to study these subjects. The pressure can be exemplified by the fact that when Thailand opened its first 'open university', which has no enrolment restrictions, 560,000 undergraduates matriculated in its seven faculties. In Malaysia, as in a number of Third World nations, there are more students studying outside the country than inside. About 28,000 Malaysian students are accommodated in the country's universities, while 35,000 are seeking degrees abroad. Although scholarship holders constitute only a small fraction (8,700 of 35,000) of the total studying overseas, the Malaysian Government allocated $400 million for overseas study from a total education budget of $1.8 thousand million[8]. Thus foreign study is seen as an outlet for a pent-up educational demand that cannot be met by existing educational facilities and as a means of obtaining advanced technological and other skills which are unavailable at home institutions.

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It is difficult to predict future student flows. Many factors impinge on the scope of educational exchanges — fiscal, political and curricular. As Third World nations build up their own higher education systems, patterns of overseas study may change. Total numbers may decline, and the flow of undergraduate students will significantly diminish. The mix of students in terms of subject specializations may alter significantly, depending on the needs of Third World nations and on perceptions of the job market. Some have argued that the boom in foreign students may be coming to an end, or at least slowing down due to enhanced capacity for higher education in many Third World nations as well as because of economic factors[9].

Political factors have directly affected not only the numbers of foreign students from a country, but also the direction of the flow. For example, the Islamic Republic of Iran was at one time the world's largest 'exporter' of students. After the downfall of the Shah, the numbers of Iranian students abroad declined, and many of those remaining abroad became refugees. When Ethiopia shifted political allegiances, the numbers of Ethiopian students studying in the United States fell, and new programmes tended to send students to the USSR and other socialist nations of Eastern Europe. Similar trends can be seen more recently in Nicaragua. Shifts in government policy and priorities can affect

TABLE 1. International student flows: major indicators

(a) The 'Top 20' of the world's leading hosts of international students (1980/81) (in order of student numbers)

Host country	Total number of students
United States	325 628
France	114 181
USSR[1]	62 942
Federal Republic of Germany	61 841
United Kingdom	56 003
Canada	33 303
Italy	27 784
Lebanon	26 343
Egypt	21 751
Australia	17 694
Switzerland	15 515
Saudi Arabia	14 298
Austria	12 885
Belgium	12 875
India[1]	11 761
Spain	10 997
Holy See	9 104
Argentina[2]	8 649
Greece[2]	8 304
Philippines	7 901

(b) The 'Top 20' of the world's leading senders of international students (1980/81) (in order of student numbers)

Country of origin	Total number of students
Islamic Republic of Iran	65 521
Malaysia	35 693
Greece	31 509
China	30 127
Nigeria	26 863
Morocco	20 876
Hong Kong	20 625
United States	19 843
Japan	18 066
Venezuela	17 755
Canada	17 714
Jordan	17 030
Federal Republic of Germany	16 983
United Kingdom	15 776
Palestine (refugees)	15 414
India	15 238
Lebanon	15 117
Turkey	14 606
Italy	13 848
Syrian Arab Republic	13 701

[1] 1978 [2] 1976 [3] 1979

Source: Unesco statistical yearbook 1983.

the student flow. More than a decade ago, the Indian Government made moves to reduce the flow of students abroad by curtailing government scholarship programmes, making it more difficult to obtain a passport for study abroad, and limiting the amount of foreign exchange available for study. Indian authorities also restricted the number of fields which could be studied abroad, arguing that many specialities were available within India.

The trend toward foreign study by students in the Western industrialized nations has declined somewhat in recent years, probably reflecting an increased competition for remunerative jobs and a desire to ensure good employment prospects. Study abroad has been seen by Western students as a luxury. It is also significant that very few Western students go to Third World countries to study. For example, it is estimated that only 5 per cent of the 20,000 American students who study abroad go to the Third World.

The world balance of students in terms of flows and directions is complex and difficult to accurately portray or predict. Several generalizations are possible: the basic flow is from the South to the North and is likely to remain that way; the trend toward a more sophisticated choice of countries, institutions and subject fields by Third World students is evident, and the trend toward a higher proportion of graduate students is likely to continue; political and economic factors can have a very significant effect on numbers and directions of student flows; in the industrialized nations, changing perceptions of the employment market, curricular preferences and other factors can have an impact on the flow and direction of foreign study; and finally, the magnitude of foreign study, despite changes in direction, orientation and conditions, is likely to remain large for the foreseeable future. Whether the growth rates of the past two decades are maintained is open to question, but the patterns now established are likely to continue.

The foreign student infrastructure

Foreign study has become big business for many countries. Governments have hired specialists to help handle large numbers of foreign students. Academic institutions have built up offices to assist in placement and advisory services to foreign students. In some countries, private entrepreneurs have been active in recruiting and placing students in overseas institutions. And in at least one case, a university has been established to serve a foreign student clientele — the University of East Asia in Macao, the small Portuguese colony near Hong Kong. Overseas Chinese business interests have recently approached Australia with the idea of building a university to serve the growing numbers of Southeast Asian students wishing to study in Australia. The development of a 'foreign student infrastructure' is perhaps an inevitable result of the growth in numbers of foreign students, but it also creates a built-in pressure to maintain and even expand overseas study.

The major industrialized nations have built up service organizations relating to foreign students. In the United States, the National Association for Foreign Student Affairs has a membership of more than 5,000 and not only publishes materials relating to overseas students, but also acts as a lobbying group for its members and for international education generally. The Institute of International Education, which has its headquarters in New York, is a placement agency for foreign students and frequently represents overseas governments and other agencies in placing students in academic institutions in the United States. It also provides statistical and other services relating to international education. The United Kingdom Council on Overseas Student Affairs (UKCOSA) serves a similar function. Agencies also exist in Japan, the Federal Republic of Germany and other countries. In the USSR, one of the departments of the Research Institute on Higher Education is responsible for research on foreign students studying in the USSR.

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Third World governments have set up agencies to serve, and frequently also to survey, their foreign students studying overseas. For example, Kuwait has a full-time office as part of the Kuwait Embassy in Washington which has responsibility for Kuwaiti students in the United States, most of whom are funded by the Government of Kuwait. Malaysia, Nigeria, Saudi Arabia, Singapore and numerous other countries maintain similar offices. Each of these countries has an impressive infrastructure at home to handle their overseas students. The Government of Malaysia, for example, awards several thousand government scholarships each year and has an agency to monitor student progress. A few countries have become notorious for spying on their overseas students in order to ensure their political loyalty.

Many other organizations also assist international education in a variety of ways. Unesco has for many years collected statistics on educational trends, including study abroad, and it has encouraged a wide range of international activities in education. More recently, the European Community has placed considerable stress on facilitating study in universities in any of the member nations. For example, students wishing to study outside their home country pay their domestic tuition fees when matriculating in any Common Market nation. There are also places guaranteed for European Community students[10]. The Council of Europe and the Council for Mutual Economic Assistance (CMEA) have also sought to promote international study opportunities in their regions. Agencies such as the Council for International Exchange of Scholars (Fulbright Commission) in the United States, the Commonwealth Secretariat in the United Kingdom, the Deutsche Akademisches Austauchdienst (DAAD) in the Federal Republic of Germany and similar agencies in many nations assist foreign study and international exchange.

Along with these organizational structures, a cadre of professionals has emerged which deals with foreign students in many nations. It can be estimated that perhaps 15,000 people worldwide have careers depending on foreign students and international study. Some serve as administrators of foreign study programmes, some as advisors to foreign students, others as government officials supervising funding agencies for overseas study, and a few as policy makers. In a few countries, most notably the United States, it is possible to obtain an academic credential in student personnel work and in a few universities to focus specifically on foreign student affairs [11]. Those responsible for admission of foreign students have been assisted by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), which has published guidelines for degree equivalences. Unesco has also been concerned with the transferability of academic credentials from one nation to another[12].

The development of a nexus of organizations concerned with foreign study and international education and the emergence of a professional cadre of people whose careers are dependent on foreign study is a reflection of the growth of the field in recent years. This cadre also constitutes a kind of pressure group for continued growth, and official and academic attention is focused on the benefits of international educational exchanges of all kinds. In short, foreign study has in a sense become 'institutionalized' and this provides benefits in terms of efficient administration and more thoughtful programmes. At the same time, a self-interested professional cadre has emerged which has its own concerns and orientations. The infrastructure of organizations, individuals, publications and networks proves that foreign study and international education have become an area of worldwide interest.

Curricular factors and foreign study

The curriculum is often considered the 'black box' of higher education. This is also true for the relationship between the curriculum and foreign students. Many curricular issues are important in

this relationship: the impact and relevance of a 'Western' academic curriculum on Third World foreign students; the transferability of knowledge; the impact on Western institutions of large numbers of foreign students and others. It is generally the case that few curricular alterations have been made to accommodate foreign students in Western academic institutions, and relatively little thought has been given to the impact of foreign students on Western academic institutions[13]. This section is intended to point to some of the important elements in thinking about this relationship, since the curriculum is at the heart of any academic experience or programme.

There is no doubt that what foreign students learn in academic institutions in industrialized nations has an impact on them, on academic institutions in the Third World, and perhaps on broader economic and social developments, as what is learned in universities is gradually translated into policy in the Third World. It is also the case that very little effort has been made in the industrialized nations to tailor the educational experiences of foreign students to the perceived needs of their countries. In virtually all institutions catering to foreign students, they learn side by side with their local compeers, with no adaptation being made of courses, textbooks or content to Third World situations.

When asked, foreign students sometimes question the relevance of the content of what they learn in Western academic institutions, but in general they express satisfaction with their academic experiences[14]. Yet there is evidence that the curriculum is not directly relevant to Third World needs. Orientations toward research and methodology naturally reflect the concerns of scholars and research agencies in the industrialized nations. Equipment is often highly sophisticated and expensive. The examples used in experiments, textbooks and seminars reflect the realities of the industrialized nations. It is certainly the case that 'science' is universal and that basic laws govern reality in all parts of the world. Yet in many fields, particularly those which apply knowledge to the problems of the 'real world', the issues of concern to the Third World are frequently not those which relate to industrialized societies. Social problems, agricultural techniques, educational innovations and practices, and many other factors differ from society to society. Furthermore, research strategies and methodologies common to the West may not be relevant in the Third World, or may not be practical given the funds and equipment available[15]. It is not only the details of research and curriculum imbued in the Western academic experience which are frequently transferred to the Third World, but also an orientation to higher education and the role of the university[16]. It is possible that if more careful attention were paid to the educational needs of Third World students, they might make the transition back to their home countries easier, and the knowledge acquired and the curriculum followed might be more appropriate to the situation in Third World countris.

The issues are complex. Few would argue, for example, that foreign students should be segregated and taught a 'second class' curriculum in academic institutions in industrialized nations. Since foreign students in any case constitute a small minority in most departments and disciplines, this would not only be impossible but also inadvisable. In a few countries, most notably the USSR and Czechoslovakia, special institutions have been set up primarily for foreign students, but even in these institutions the curriculum is virtually the same as that of the 'mainstream' universities in these countries[17]. Furthermore, since Third World students come from many countries with widely varying situations, a common approach to Third World issues would not appear to be relevant.

The impact of foreign students on institutions of higher education in the industrialized nations is growing, particularly in selected fields, institutions and disciplines. It is important to note that foreign students are not randomly distributed throughout the academic systems of the industrialized nations, but tend to cluster in particular institutions and fields of study. In most Western nations, there are generally greater concentrations of foreign students at the larger and more central institutions, with

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particular institutions claiming a disproportionate share. For example, the London School of Economics in the United Kingdom, the University of New South Wales in Australia, the University of Southern California and a number of other institutions in the United States all have a higher percentage of foreign students. These students tend to concentrate at the graduate level, and choose fields such as engineering, computer science, management studies and several others. The situation has become particularly serious in the United States, where about half of the graduate students in engineering and statistics are foreign. The influence of these students on institutional culture and on other aspects of higher education in the United States is significant. A current issue in the United States, for example, is the problem of foreigners employed as teaching assistants for undergraduate education. There have been complaints from students concerning the competence in English of some foreign teaching assistants[18]. In cases where a majority of the students are from other countries, should the professors request that the curriculum be made more relevant to an international student body? In general, no moves have been made in this direction, but the issues are currently under discussion in a number of countries.

There is no question but that the curriculum in universities throughout the world is largely a Western curriculum. This is not surprising since the universal academic model is Western and the industrialized nations have for many years dominated research and scientific development. The use of English (and to some extent French) as the dominant international scientific language adds to this situation of inequality. Whether it is possible for alterations to be made in curricular orientations to meet the needs of students from the Third World is questionable in the broader sense[19]. It would be practical to institute seminars for foreign students, summer workshops or other intellectual experiences which would make their academic experiences link more closely with the problems of their own countries and, perhaps, make the process of re-entry easier when they do return home — and possibly even reduce the problem of non-return.

The economics of foreign study

Without question, the economics of foreign study is the most controversial and one of the most complex aspects of the entire foreign student debate. There are increasing concerns by both 'host' and 'sending' nations concerning the costs and benefits of foreign study. Furthermore, the data is itself contradictory. Many analysts have argued that foreign students are in fact a benefit to the host nations, even if their direct educational costs are subsidized, because they bring money into the local economy[20]. Others, particularly legislators and those concerned with the direct cost of providing higher education, argue that foreign students are a fiscal burden and that their numbers should be cut in order to save valuable funds. It is not surprising that policy makers in the 'sending' nations are also concerned about the economics of foreign study. The cost of sending students overseas for advanced study is high — whether the expense is borne by individuals or their families (as is the case for a majority of foreign students) or by governmental agencies responsible for universities[21]. For several countries which send as many students outside the nation for study as are studying in local universities, the cost of foreign study programmes can approach the funding for indigenous institutions. Several of the Persian Gulf countries, Malaysia and a few others fall into this category.

In this context it is possible to provide only a general overview of the economic issues related to foreign study, largely from an institutional and societal perspective rather than from the individual point of view. It is nevertheless useful to summarize some of the costs and benefits from both the 'sending' and 'host' country sides[22].

Host country perspectives. There are many more factors entering into the foreign student equation than just economic, thus making a simple economic analysis necessarily incomplete. Factors such as priorities set by individual academic institutions and by governments, historical precedents, foreign policy goals and the like are all part of the nexus of decision making that goes into foreign student policy. Nevertheless, it is possible to look at some of the specific economic factors affecting the host nations. However, as Blaug points out, both the costs and benefits of foreign study are very difficult to calculate[23]. For host countries, variations between the marginal and the average costs must be determined. For example, cutbacks on enrolments do not necessarily involve savings for academic institutions, since many costs, including those for academic staff, are fixed. The calculation of costs and savings is further bedevilled by the problem of determining teaching and research costs. Costs for advice and services to foreign students are also difficult to determine, but for many institutions these costs do exist.

The benefits of foreign students for 'host' institutions are easier to describe, but nonetheless difficult to quantify. Foreign graduate students frequently provide research, and sometimes teaching assistance, at relatively low cost and are particularly valuable in fields like engineering and computer science, where local students are in short supply. Foreign students bring foreign exchange into a host country, and therefore help the local economy by using its services. It has been estimated that in New York State alone, foreign students generated $145 million in foreign exchange earnings in the form of living and other expenses in 1981/82[24]. A further benefit is, of course, the cross-cultural understanding and enlightenment gained both by the students and by people with whom they come into contact in the host country[25]. The economic benefits of these factors are difficult and perhaps impossible to measure, but in at least one state of the United States — Oregon — foreign students earn assistance by providing help to local schools and advising the local import/export business community.

Sending country perspectives. Just as the economic recession of the 1970s impelled host nations to subject previously unquestioned expenditures to cost-benefit calculations, the sending countries (most of which are in the Third World and thus in even more serious economic circumstances than the host nations) have begun to undertake cost-benefit analysis of their foreign student programmes. There are virtually no careful economic studies from the sending country perspective[26]. As pointed out earlier, the funds expended are substantial — some $400 million annually for Malaysia alone. Discussions of whether these funds could be better spent at home by developing indigenous institutions have begun. Furthermore, questions have been raised relating to the 'negative' implications of foreign study, such as strong Western cultural influences on Third World students — or, as in the Malaysian case, similarly strong fundamentalist Islamic reactions against Westernization. Thus, discussions go beyond the economic costs and benefits, but it is important to consider economic factors in as 'pure' a form as possible.

Sending countries have begun to consider the marginal economic costs of foreign study — the increased cost of sending a student overseas as compared to educating the student at home — assuming that relevant educational facilities are available at home. But the marginal cost calculation must include the cost of developing appropriate facilities at home if they do not exist (in the case of medical or engineering faculties, such costs are very high), or of increasing the capacities of existing academic institutions. Further complications arise: for example, is the cost of adding a new faculty justified in terms of long-term demand, or would it be more efficient to send students abroad in a field for which there is limited demand at home? The cost of non-returning students must be taken into account, since even where such students have been self-funded for their university study, their

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primary and secondary education at home has been, in general, publicly funded. Non-return rates vary considerably, but for some countries are quite high. It is estimated for example, that 86 per cent of Taiwan students who went abroad for advanced study between 1950 and 1983 did not return[27]. Non-return rates for the Republic of Korea, Hong Kong and several other countries are quite high, but most foreign students do return home. The drain on scarce foreign exchange earnings is an important cost of overseas study. It is also necessary to measure the cost of educating university-level students abroad at very high per-student expenditures versus at-home resource allocation to other levels of the education system[28].

There are also benefits to be achieved from foreign study in the viewpoint of the sending countries. The benefits of new skills and knowledge gained as a result of foreign study is one of the key calculations. In many cases, the home country does not have the necessary facilities to train students at home, and foreign study therefore has an obvious advantage. In a minority of cases, overseas study is funded not by the home country but by the host country or by a foreign assistance agency. In such cases, the only cost is that relating to the appropriateness of the training received. Opportunities for foreign study may also release political or educational pressures on the home country which might result in unrest or instability.

The economic costs and benefits of foreign study are very difficult to measure. This is true not only because the variables are numerous and complex, but because there has been very little research on the subject. Furthermore, economic factors tend to be combined with socal, educational, political and other elements which make a 'pure' analysis difficult, if not impossible. Nevertheless, it is important to obtain as clear an understanding as possible of the economic costs and benefits of foreign study in its many forms, from all relevant viewpoints and for all those it concerns. Expenditures are very considerable, and there must in the end be some kind of accountability for the costs incurred.

The politics and policy making of foreign study

Decisions concerning foreign study are undertaken for many reasons. It is important to understand some of the factors that go into decision making on the part of governments, academic institutions and individuals. Although it has been argued that for many countries there are few basic policy decisions made concerning foreign study, and that the situation is left to a variety of *ad hoc* decisions at various levels, it is nonetheless important to understand the nexus of decisions and the means by which they are made[29]. Thus, we are concerned here with the various decisions and levels of policy that relate to foreign study.

At the top levels of governmental education policy, foreign study is a matter of major concern in Third World nations with educational needs that cannot be met at home or which face pressure for openings in the universities that cannot be met at home. Approaches vary considerably, and the same country may alter basic policies from time to time. For example, China first sent large numbers of students to the USSR, then relied only on its own educational resources, and has now recently begun sending students overseas again in large numbers, especially to Japan and the United States as well as to other Western nations. Political, economic and educational factors have all contributed to China's overseas student policy. For a time, China was attempting to modernize simply by copying Soviet models, but the country then turned inward in an effort to seek a new and revolutionary approach to industrialization. Later, after the Cultural Revolution was discredited, China embarked on a major effort to modernize, frequently using technology and models from abroad, and there is now a need for appropriately trained manpower. The Chinese example is one where overseas study policy has been

dictated by top governmental policy and where the scope for individual or institutional decision making regarding overseas study has been, until very recently, impossible[30].

Another large Third World nation — India — has also seen several policy shifts with regard to foreign students. After independence in 1947, India sent large numbers of students abroad with government scholarships and permitted many to study abroad with their own resources. Students were sent abroad to study fields in which the university system was weak, but self-sponsored students could study virtually any subject. However, this open policy not only proved expensive, but it also resulted in a large number of non-returning students. Indian authorities therefore adopted a more restrictive policy, selecting very carefully fields that were acceptable for study overseas, and placing limitations on the number of students who would study abroad with their own resources by limiting the foreign exchange that could be taken out of the country. As India's own educational capacity grew, it was felt that overseas study was not necessary since in many fields students could obtain training within the country. In the very recent period, restrictions have remained on government scholarships for overseas study and also on foreign exchange, but Indian students who have been able to obtain scholarships from abroad can matriculate — and many of the most able graduates of Indian colleges (and particularly of the prestigious institutes of technology) go abroad for graduate study and often do not return.

A frequently cited historical example of the successful use of overseas study to achieve modernization is Japan, which had an active policy of sending students abroad in the late nineteenth and early twentieth centuries to learn specific skills and to return home to implement innovations. This policy was extremely successful in terms of contributing to Japan's modernization, although there were complaints about foreign influences at the time[31]. In the post-Second World War period, large numbers of Japanese students have gone abroad but usually for advanced non-degree training, since degrees from foreign universities are not fully accepted in Japan. Government scholarships exist, particularly in fields where the nation is concerned with international competition, such as computer technology and related areas. Many Japanese students go abroad with their own resources to study a wide range of fields. In recent years, Japan has also been concerned with increasing the number of foreign students and scholars from other countries studying in Japan. As Japan has become a major commercial and scientific power in its own right, it has become concerned with its 'image' overseas and with providing assistance to developing nations in its area of direct concern, such as Southeast Asia. Japan is now spending significant amounts of money on internationalizing its own higher education system and hopes to more than double the number of foreign students in Japan in the coming decade[32]. Japan's concerns have been with maintaining its own knowledge-base in fields that are considered important, using higher eduction as a means of providing assistance to other countries, increasing its own influence overseas through the use of foreign study and building up a network of Japanese-trained graduates in Southeast Asia.

The Malaysian case has been mentioned earlier, since it has been very active in sending students abroad to study. Malaysian policy is interesting in that it reflects many of the variations and contradictions of Third World overseas student policy. Malaysia has expanded its education system rapidly in the past twenty years and has also enjoyed a high rate of economic growth. In common with many Third World nations, it has expanded its university system and many now argue that a disproportionate amount of the budget is expended on higher education[33]. Yet the demand for higher education outstrips the availability of openings. Malaysia has an elaborate foreign scholarship programme which had 12,800 students abroad in 1983. But a total of more than 35,000 Malaysians are studying abroad, a majority of them being privately sponsored. The government provides scholarships mainly for Malay students, and students from the large Chinese minority must generally

make their own provisions. Traditionally, Malaysia sent students to the United Kingdom, but when the British Government increased overseas student fees significantly, the Malaysian Government turned to the United States and Australia as the main destinations for their students: now there are 14,000 Malaysians in the United States and only 4,000 remaining in the United Kingdom. Government policy has meant that large numbers of Malay students, frequently from rural schools, are sent overseas for education. Adjustment and academic problems are common, and officials are now rethinking overseas scholarship policy. There is a move to provide some post-secondary education at home prior to sending students overseas in an effort to minimize these adjustment difficulties.

The Malaysian situation is complex because large numbers of students are studying abroad under various scholarship programmes as well as through private sponsorship. Most Malaysian students return home since job prospects are good. Those on government scholarships are obliged to return. The Malaysian case is significant because of its size and complexity, and because it is an example of a country which has placed great stress on foreign study to provide training and to alleviate pressure on the local post-secondary institutions.

Governmental policies of the host nations can also be of considerable importance. The most dramatic and controversial example was a 1980 decision made by the United Kingdom to adopt a 'full-fee' policy for overseas students, a policy which immediately raised tuition fees to as much as $13,000 per year, and which resulted in the cutting of the numbers of overseas students in the United Kingdom. The Conservative government, faced with economic difficulties, raised foreign student fees as an economic measure. But the ensuing debate on this policy included consideration of a much wider array of issues which included: the value of an international element in British higher education; the research output of overseas students; access of British scholars to overseas institutions; the economic impact on the balance of payments; political factors, including the maintenance of goodwill towards the United Kingdom and providing training in democratic values; and, finally, British responsibilities to the Commonwealth[34].

British policy had wide repercussions on the attitudes of Third World nations regarding British education. Malaysia, in a most dramatic gesture, not only ordered its scholarship students to avoid the United Kingdom, but also curtailed British imports. British policy, which was strongly opposed by the universities, affected enrolments in some fields at a time when demographic pressures on enrolments were being felt. The policy has been somewhat modified but basically remains in force, despite considerable criticism. Other European nations have been examining foreign student policies and a few have started to limit enrolments in some fields. The Federal Republic of Germany, for example, has placed a restriction on the numbers of Third World students who can study in some prestigious specialities[35]. Curiously, France, which has the highest proportion of foreign students in its universities (over 10 per cent), has not questioned its own quite liberal foreign student policy. In Europe there is a difference in policy for Third World students, where restrictions have increased, and for students from Western Europe, who are protected by European Community agreements making it very easy to cross borders to study. In response to economic pressures on higher education, Canada and Australia have also questioned their traditional fairly open policy concerning overseas students[36].

The policy of the United States, because of the decentralized nature of its education system, has included many, frequently contradictory, elements[37]. The federal government sponsors foreign students through a variety of programmes. The Agency for International Development (USAID) has brought thousands of graduate students to study for advanced degrees in many fields. The Fullbright Program provides scholarships for students, professors and others, usually for non-degree study. Private foundations, especially Ford and Rockefeller, have sponsored many students from the Third

World. Despite recent financial cutbacks, there is strong national support for international education and foreign study. The individual states, which control basic higher education policy in the public sector, have by and large not developed coherent policies regarding foreign students, and frequently treat students from overseas in the same way as they treat students from other states within the United States. A few have begun to question the subsidies that are provided to foreign students through low tuition fees in public institutions. There has also been some questioning of the utility of very high foreign student enrolments in some graduate fields, such as engineering. Some less selective private universities, faced with enrolment problems, have aggressively recruited foreign students, their main concerns having been to fill empty classrooms.

At the same time that USAID and other agencies have expressed concern at the numbers of foreign students remaining in the United States after finishing their studies, federal government immigration policy permitted those with relevant skills to remain. There have recently been proposals to ensure that individuals who enter the United States to study must return home after their degrees have been completed. However, no action has as yet been taken since this debate is linked to a broader revision of immigration policy of the United States which has been delayed in Congress for more than a year.

Organizations like the National Association for Foreign Student Affairs (NAFSA) and the Institute of International Education (IIE) have attempted to represent the international education community in the United States, and to press governmental agencies at all levels and the universities themselves to take a more thoughtful and rational approach to foreign student policy. Efforts have been made, for example, to press universities to consider the curricular implications of foreign students and to point out to government authorities that a comprehensive approach to foreign students would be advisable. At present, however, a variety of interests, orientations, and institutional factors all contribute to a range of policies at the institutional, state and federal levels regarding foreign study. While Goodwin and Nacht's characterization of this situation as an 'absence of decision' may be oversimplified, it is certainly the case that there are many kinds of decisions which contribute to a variety of approaches to foreign study in the United States[38].

These examples indicate the complexity of political and other factors that contribute to shaping the foreign student policy of most countries. Perceptions of economic advantage have played a key role in the United Kingdom in recent years. Political and ideological factors are crucial in Soviet decision making regarding foreign study in the USSR. At the federal level, the United States wishes to dovetail foreign student policy (and overseas aid in general) to the needs of its foreign policy[39]. In countries like Ethiopia and Nicaragua, political factors have meant a change in foreign student policy — students who were once sent to the West to study now generally go to the socialist countries. In China, it is possible to observe a variety of approaches to foreign study that have been determined by broader political factors and approaches to development. In many Third World nations, pressures from the articulate middle classes tend to boost the numbers of students sent abroad in order to satisfy pent-up demand for post-secondary education, even if the economy does not need the manpower being trained overseas. Finally, in recent years there has been a rethinking of the early emphasis in many Third World nations on higher education as the main engine of development, and this tendency may reduce the availability of scholarships for overseas study. The major aid agencies, as well as the World Bank, have also tended to de-emphasize higher education[40]. The factors influencing foreign student policy are complex and varied. It is clear that political, ideological, economic and sometimes educational factors cannot be separated. The interests of governments, of individual students and their families, and of academic institutions, are all implied in the equation. Political orientations and policies also change rapidly. This complexity therefore makes the shaping of foreign student policy difficult.

TABLE 2. Key variables affecting the personal decision to study abroad by Third World students

Key variables pertaining to home country (push factors)	Key variables pertaining to host country (pull factors)
1. Availability of scholarships for study abroad.	1. Availability of scholarships to international students.
2. Poor quality educational facilities.	2. Good quality education.
3. Lack of research facilities.	3. Availability of advanced research facilities.
4. Lack of appropriate educational facilities.	4. Availability of appropriate educational facilities with likely offer of admission.
5. Failure to gain admission to local institution(s).	5. Presence of relatives willing to provide financial assistance.
6. Enhanced value (in the market place) of a foreign degree.	6. Congenial political situation in the home country.
7. Discrimination against minorities.	7. Congenial socio-economic and political environment to migrate to.
8. Politically uncongenial situation.	8. Opportunity for general international life experience.

Foreign study and dependency

Foreign study takes place in a context of global economic, technological and political inequality. The context of inequality is particularly dramatic precisely where the largest flow of students occurs — between the Third World nations and the industrialized nations. Analysis of the inequalities between nations and the impact on foreign study and international education has been rare. While it is clear that foreign study occurs in a situation of global inequality, most discussions are couched in terms of exchanges, mutual understanding, co-operation and development. It is important, nonetheless, to understand the total context[41]. It is not the purpose of this discussion to claim that all foreign study is necessarily detrimental to the Third World, but rather to point out the paradoxical character of foreign study from the perspective of the Third World — the principal generator of international student flows. International study for Third World nations must represent a mixed blessing[42].

The following aspects of the foreign study equation relate to global inequalities, and may, in some contexts, contribute to a continuation of inequality.

- Foreign students become used to working in an international language — usually English or French — and often find it difficult to use an indigenous language for scientific work at home. Language issues are a very important part of the international student experience, but in this context it is not so much the problem of adequate knowledge of the language of instruction at the beginning of the sojourn, but rather the ties to the foreign language and its culture that are forged during study[43].
- Foreign students become part of an international knowledge network of journals, books, associations and informal relationships. This, of course, is an advantage in terms of keeping abreast of modern science, but it may have negative implications for the local scientific community and for engaging in locally relevant research when the student returns home.
- Foreign students may imbibe the culture of the host country as well as its technological

knowledge, and this may endanger unrealistic attitudes, orientations towards consumer goods, or working styles which make readjustment to their home countries difficult[44]. Returned foreign scholars may become consumers of Western goods, in terms of both consumer products and intellectual orientations.

- Foreign study frequently orients the student toward the methodological norms, ideological approaches and, in general, the scientific culture of the host nation. Such orientations may be positive in some respects, but may also create a dependence of the local academic and research systems on foreign models and even laboratory equipment.
- In many nations foreign study adds a certain prestige to the individual who has been abroad. This prestige frequently leads to better job opportunities and access to power. From the viewpoint of an equitable distribution in society, this may not be a positive element.
- The location of foreign study may make a difference not only in the outlook and attitudes of an individual, but also for professional opportunities. Study in France, for example, frequently orients a foreign graduate toward the French academic network of journals, books, scientific associations and the like. Study in the USSR will very likely give a graduate an orientation to a scientific field which reflects the Soviet approach to that field. Such orientations may have career implications as well as long-term effects on attitudes to a field and to research.
- Links between industrialized and Third World nations are key determinants of the nature of international student flows and of continuing intellectual and academic relationships among nations. Most important, of course, are the continuing links between France, the United Kingdom and their former colonial possessions. Traditionally, students from the colonies tended to go to the metropole. Linguistic factors, perceptions of educational quality and prestige, links between examination systems, the 'old boy' network and official policies of governments all contribute to this situation.

In general, foreign study tends to tie Third World nations more closely to the metropolitan centres to which they send their students. This is perhaps an inevitable result of the superior scientific and academic systems of the industrialized nations. In most cases, it is likely that the skills and knowledge obtained through foreign study outweigh the negative implications of this experience. It is also likely that careful planning can provide means of alleviating some of the possibly negative impacts of foreign study[45].

The future of foreign study

There is no question about foreign study being a permanent phenomenon of higher education. Universities are, after all, international resources which have traditionally looked all over the world for inspiration and development. Academic models in the United States and in most other parts of the world, are an amalgam of institutions and practices from other countries. Research and the curriculum know no international boundaries. And there is increasing recognition that an international orientation in higher education is a positive element.

Foreign study has also become 'big business' in many countries as well as an issue of considerable debate and controversy. It is very difficult to predict precise trends and flows, but several factors will help to determine patterns and policies of foreign study.

- As indigenous academic systems are built up in Third World nations, there will be less need for overseas study. Governments will cease to sponsor students for foreign study if places are available at home.
- Fiscal problems, currently endemic in a number of Third World nations, have a negative

impact on the number of foreign students from that country. Countries with massive foreign debts (e.g. Brazil) or with overextended development plans (e.g. Nigeria) have already cut back on the numbers of their students studying abroad. Mexico and Venezuela, which had large and well-funded overseas scholarship programmes, have severely curtailed these efforts.

- As incomes rise in the Third World, there will be a tendency for families to sponsor foreign study privately. This is particularly true for minority groups or ethnic populations who feel themselves under actual or potential threat. An example here is the Chinese population in Southeast Asia which sends its children overseas for study thus contributing to the 'brain drain' since many of these young people do not return.
- Third World countries with a problem of foreign exchange may curtail foreign study opportunities, including even those funded privately. This has already occurred in India, where foreign exchange is difficult to obtain, and there are a series of restrictions placed on fields of study, approved institutions and the like.
- The balance between undergraduate and graduate students will continue to shift toward a preponderance of graduate students in foreign student population.
- As some Third World nations shift emphasis from higher education to primary and secondary education in development plans, there will be less money available for overseas scholarship schemes, but at the same time there will be increased pressure on local universities for admission, and perhaps a larger volume of privately funded foreign students.

None of these factors presage a massive increase in the numbers of foreign students and, on balance, there might be a levelling off or even a decrease in demand over time. There are fewer countries which are likely to reach a level of development and incomes that will stimulate a large increase in the numbers of foreign students. Examples in the recent past include the Islamic Republic of Iran (prior to the downfall of the Shah), Malaysia, and Nigeria during its 'oil boom'. In general, there are more countries which have run into economic difficulties than have emerged into a degree of affluence. The Republic of Korea, Taiwan and Hong Kong are already large 'exporters' of foreign students and are unlikely to increase their flows significantly.

Trends in the industrialized nations are also difficult to discern. The 'full fee' policy of the United Kingdom caught most analysts by surprise, although the previous Labour government had raised questions concerning foreign student policy and subsidies. There is a trend in Western Europe toward instituting restrictions on foreign students from Third World nations, while barriers to students from within Western European nations have been eliminated, although relatively few students have thus far taken advantage of opportunities for foreign study in Europe. In the United States and Canada, there is increasing discussion of the fiscal aspects of foreign students, but at the same time a strong commitment to international education. In Canada, some restrictions have already been effected, but in the United States there have so far been no direct moves at the federal level to restrict foreign students. In the socialist countries, policy seems to remain basically unchanged. In these countries, all foreign students are officially sponsored, and there is no scope for privately financed overseas students.

Those concerned with foreign study — policy makers in both the Third World and in industrialized nations, professionals who have responsibility for working with foreign students, academic administrators who determine institutional policy, and the students and their families — all seem to deal with the various facets of foreign study with a growing sophistication. Cost-benefit analysis, accountability and the relevance of foreign study for the job market are likely to be the hallmarks of decision making in the coming period. Foreign policy issues and the traditional links with former colonial powers may have less sway in the immediate future.

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But foreign study remains an important issue. Hundreds of thousands of students will make their way across international frontiers for study. Expenditures — by governments, foundations, families and institutions — will continue in terms of millions of dollars annually. And there will be pressure on all concerned to develop innovative ways of dealing with an issue that has become both a challenge and a benefit in contemporary higher education.

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37. Committee on Foreign Students and Institutional Policy. *Foreign students and institutional policy: toward an agency for action.* Washington, DC, American Council on Education, 1982.
38. Goodwin, C.D.; Nacht, M. *Op. cit.*
39. The classic statement of these goals is Coombs, P.H. *The fourth dimension of foreign policy: education and cultural affairs.* New York, Harper & Row, 1964.
40. See Coombs, P.H. *The world crisis in education.* New York, Oxford University Press, 1985.
41. Weiler, H.N. The political dilemmas of foreign study. *In:* Barber, E.; Altbach, P.G.; Myers, R., eds. *Bridges to knowledge. Op. cit.*, p. 184-195. See also Fuenzalida, E. U.S. education for the third world: how relevant? *World higher education communique* (New York, Institute of International Education), vol. 4, 1981, p. 15-19.
42. Altbach, P.G. The university as center and periphery. *Teachers college record* (New York, Teachers College, Columbia University), vol. 82, no. 4, Summer 1981, p. 601-621.
43. Mazrui, A.A. *The political sociology of the English language: an African perspective.* The Hague, Mouton, 1975.
44. Bochner, S. Cultural diversity: implications for modernization and international education. *In:* Kumar, K., ed. *Bonds without bondage.* Honolulu, Hawaii, University Press of Hawaii, 1979, p. 231-256.
45. Gopinathan, S. *Intellectual dependency and the indigenization response: case studies of three disciplines in two third world universities.* Buffalo, NY, State University of New York at Buffalo, 1984. [Thesis]

ANNOTATED BIBLIOGRAPHY ON THE FOREIGN STUDENT DILEMMA

Bibliographical studies

1. Altbach, P.G.; Kelly, D.H. *Education for international development: international development and the foreign student. A select bibliography.* Washington, DC, National Association for Foreign Student Affairs, 1984. 18 p.

2. Altbach, P.G.; Kelly, D.H.; Lulat, Y.G.M. *Research on foreign students and international study: an overview and bibliography.* New York, Praeger, 1985. 403 p.

The most comprehensive bibliographical overview concerning foreign students and international study now available, this volume also includes an essay on 'Toward a political economy of international study'. The partly annotated bibliography includes 2,811 items.

3. Danckwortt, D. *Auslandsstudium als Gegenstand der Forschung: eine Literaturübersicht* [Study abroad as a subject of research: a literature review]. Kassel, Federal Republic of Germany, Wissenschaftsliches Zentrum für Berufs- und Hochschulforschung, Gesamthochschule Kassel, 1984.

4. Lulat, Y.G.M. International students and study-abroad programs: a select bibliography. *Comparative education review* (Chicago, IL), vol. 28, no. 2, May 1984, p. 300-339.

5. Paget, R. *International educational exchanges: selected bibliography of recent materials.* Washington, DC, United States International Communication Agency, 1980.

6. Spaulding, S.; Flack, M. *The world's students in the United States: a review and evaluation of research on foreign students.* New York, Praeger, 1976. 520 p.

This comprehensive volume provides an analysis and evaluation of research on foreign students in the United States up to 1976. The authors consider research reported in 450 studies (including books, journal articles, conference reports, dissertations, sponsored studies, etc.). These items are abstracted in an annotated bibliography and in a comprehensive essay using five main categories: what happens to foreign students in the United States (Chapter 2); the structure, administration and financing of foreign student programmes (Chapter 3); new approaches to technical co-operation in the preparation to human resources for development

(Chapter 4); the migration of talent (Chapter 5); and foreign and international organization research (Chapter 6). Such topics as attitude studies, academic performance, problems of social adjustment and the like are considered in this research. Research relating to the structure and administration of foreign student programmes, admission procedures, English-language programmes and training, advice and counselling, and related matters are discussed. The phenomenon of talent migration (sometimes called the 'brain drain') is also considered. Spaulding and Flack, in 1976, found that the research done outside of the United States was very limited, with Unesco providing some information. This volume provides the most comprehensive and thorough overview on the subject carried out until 1976, and it remains a key resource for any study of foreign students, in the United States or in other countries.

7. Walton, Barbara J. Research on foreign graduate students. *International educational and cultural exchange* (Washington, DC, United States Advisory Commission on International Educational and Cultural Exchange), vol. 6, no. 3, Winter 1971, p. 17-29.

In 1969, 45 per cent of the 121,362 foreign students in the United States were at the graduate level compared with 35 per cent ten years earlier. At the same time, these students have tended to concentrate at relatively few graduate institutions. Policy planners and administrators have been inclined to favour admission of graduate rather than undergraduate foreign students for many years. This emphasis on graduate level study stems from the belief that studies at this level were more likely to contribute to the economic growth of the foreign student's home country. The article reviews research conducted on foreign students during the 1950s and early 1960s (this having been the period in which there was very little differentiation made between graduate and undergraduate foreign students). Research on the following topics carried out at universities, as well as United States Government sponsored studies, is dealt with: nationality studies; academic performance; foreign students as professionals; learning problems encountered by foreign students; courses that would be most and least useful for foreign students; foreign students in engineering and medical studies; and the 'brain-drain' phenomenon.

General

8. Altbach, P.G.; Lulat, Y.G.M. International students in comparative perspective: toward a political economy of international study. *In:* **Altbach, P.G.; Kelly, D.H.; Lulat, Y.G.M.** *Research on foreign students and international study.* New York, Praeger, 1985, p. 1-65.

A detailed essay discussing the literature on foreign students and international study from a range of disciplinary and other perspectives. Among the topics considered are economic cost-benefit analysis of foreign study, issues of advising and counselling foreign students, language proficiency, curriculum and foreign students, the relevance of international study, student flow issues and others. The authors argue that a multi-disciplinary approach is necessary for a thorough understanding of the complex issues relating to foreign study.

9. Barber, Elinor G.; Altbach, P.G.; Myers, R.G., eds. *Bridges to knowledge: foreign students in comparative perspective.* Chicago, IL, University of Chicago Press, 1984. 258 p.

A comprehensive collection of essays focusing mainly on issues of policy related to foreign students in a number of countries. The chapters are, amongst others: discussions of educational

exchanges and their impact on the People's Republic of China by John Hawkins; current development in the United Kingdom by Peter Williams; the experience of study abroad of Asian students by William Cummings; political dilemmas of foreign study by Hans Weiler; evaluations of training programmes in Zaire and Thailand. A comprehensive bibliography on foreign study is included. The volume provides an international perspective on issues related to foreign study and international training.

10. Barnes, L.R. Cross-cultural exchange: how students can frustrate the aims of study abroad programmes. *International review of education/Revue internationale de pédagogie* (The Hague), vol. 28, no. 3, 1982, p. 373-376.

11. Burn, Barbara., ed. *Higher education reform: implications for foreign students.* New York, Institute of International Education, 1978, 172 p.

12. Burn, Barbara. Study abroad and international exchanges. *Annals of the American Academy of Political and Social Science* (Philadelphia, PA), vol. 449, May 1980, p. 129-140.

International educational exchange was a field of major concern to the President's Commission on Foreign Language and International Studies because of its contribution to research and scholarship on other countries, to foreign language learning, and to the international education of citizens of the United States. Despite their importance, exchanges involving high school students and teachers remain distressingly limited, and it is suggested that they should be expanded. Although major federal funding of study abroad by undergraduates is not likely, the author suggests that this field should be strongly encouraged since study abroad can have a lifelong impact on students' values and their understanding of other cultures. Furthermore, suggestions are that: more than one-quarter million foreign students in colleges and universities in the United States should be tapped much more as a resource for intercultural learning. Teaching and especially research abroad for faculty is essential to the United States' competence in international studies; federal funding for it through the Fulbright and other programmes has been seriously eroded and should be significantly increased. Scholarly exchanges should in the future be more collaborative, based on reciprocity and on the principle of equality between the United States and foreign higher education institutions.

13. Byrnes, R.F. *Soviet-American academic exchanges, 1958-1975.* Bloomington, IN, Indiana University Press, 1976. 275 p.

This book analyses academic exchanges between the United States and the USSR, as well as with some of the states of Eastern Europe, from 1958 to 1975. As a scholar actively involved in the main element of the exchanges, the author provides a complete, accurate, objective and fair account of the development of academic exchanges during this period. The central themes of this volume include the following: (a) the role dedicated individuals have played in developing the relationships between the two great giants of the world; (b) the relentless interest of the United States in increasing knowledge and an understanding of the USSR and Eastern Europe; (c) the changing nature of relations between the government and universities; (d) the contrast between the two societies and governments which these programmes illustrate; (e) the paradoxes of the academic exchange programmes and the dilemmas they raise for the people of the United States and for both of the governments.

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14. Carter, W.D. Study and training abroad in the United Nations. *Annals of the American Academy of Political and Social Science* (Philadelphia, PA), vol. 424, March 1976, p. 67-77.

15. Conference on Academic Mobility in Europe, Stockholm, 1982. *Academic mobility in Europe: report of the conference, 6-7 October 1982.* Strasbourg, Division for Higher Education and Research, Council of Europe, 1983. 129 p. (DECS/ESR Mob(82) 3) [Also published in French]

16. Cormack, Margaret. American students in India: ambassadors or cultural polluters? *International studies quarterly* (Beverley Hills, CA), vol. 17, no. 3, December 1973, p. 337-358.

This discussion focuses on the specific question of sending American undergraduate students to India, using the case of the Callison-in-Bangalore programme. It discusses problems that led to Indian Government regulations on foreign academic programmes — regulations that will deny scholars and students freedoms they previously enjoyed. As of 1973, foreign scholars and students have been subject to the same requirements regarding registration, evaluation, and supervision as Indians. The author examines Indian criticisms that led to the restrictions and found: (a) scholars and graduate students engaged in high-level research were more task-oriented than younger students; (b) their independence on research topics and modes was questioned more than their lifestyles; (c) the more experience-oriented students were particularly criticised for their independence as regards residence, travel and general behaviour. After describing the effects of students from the United States on India, the author examines the aims of intercultural programmes. He suggests a clear *intercultural aim*, appropriate *selection and orientation* in relation to this aim, a continuous *intercultural seminar* in the field, and an *integration* of the intercultural experience in the ensuing college curriculum to make education 'higher' in today's terms.

17. Deutsch, S.E. *International education and exchange: a sociological analysis.* Cleveland, OH, The Press of Case Western University, 1970. 207 p.

This book is a sociological analysis of international education and exchange, based largely on data acquired through typical sociological survey research. A full range of constituencies involved in programmes of international education and exchange were included in the surveys. The early research was conducted during the years 1963-65 at several colleges and universities in Cleveland. There is a full discussion of the survey design, sampling, and nature of the research. As a prelude to examining the sociological survey research, this work first discusses the broader context of international education, and then the relationship between education and economic development. The primary objective of this book is to present an integrated sociological study of international education and exchange.

18. Edgerton, W.B. Who participates in educational exchanges? *Annals of the American Academy of Political and Social Science* (Philadelphia, PA), vol. 424, March 1976, p. 6-15.

Edgerton makes the point that in the future educational exchange may be conditioned and affected by the following factors which are important considerations: the wealth of resource-rich nations; world-wide recession and inflation; diminished dominance of the United States in international affairs; political factors in the developing and communist nations; brain-drain; changing attitudes towards education, including a discussion of the future role of lifelong learning and its effect on senior citizen educational exchanges; changing interests of funding agencies, their leadership role; interdependence.

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19. Eliot, A.I.A. Foreign students in perspective. *Social science information* (Paris, Unesco), vol. 6, 1967, p. 189-201.

20. Exodus west. *Asiaweek* (Hong Kong), vol. 11, no. 9, 1 March 1985, p. 21-30.

A detailed discussion of the nature and problems of students from Asia studying in the West. Statistics concerning the flow of students, the amount of money spent by Asian nations and related items are provided. There is, in addition, a discussion of the adaptation problems of Asian students in the West. Most Asian students are interested in engineering or management study, and they seem to work hard and generally do well in their studies. Countries like Hong Kong, Malaysia, Singapore, the Republic of Korea and Taiwan, which send large numbers of students overseas to the industrialized nations, have been particularly concerned with the cost of overseas study and issues such as return rates.

21. Foreign students: whose concern? *Higher education and research in the Netherlands.* (The Hague, Netherlands Universities Foundation for International Co-operation), vol. 26, no. 1/2, Winter-Spring 1982, p. 3-9.

22. Goodman, N.G. The international institutionalization of education. *In:* **Barber, E.G.; Altbach, P.G.; Myers, R.G., eds.** *Bridges to knowledge: foreign students in comparative perspective.* Chicago, IL, University of Chicago Press, 1984, p. 7-18.

Goodman places international student and educational exchange in the context of world systems analysis and argues that such exchanges must be understood in the context of international inequalities in education. This is particularly important because about 80 per cent of the world's foreign students come from Third World countries and study in the industrialized nations. Data from Malaysia is used to illustrate the main points.

23. Harari, M. *Trends and issues in globalizing higher education.* Washington, DC, American Association of State Colleges and Universities, 1977. 23 p. [ERIC microfiche ED 154 652]

During the academic year 1975/76 AASCU organized, in collaboration with a number of universities in the United States, five workshops devoted to an examination of the international role and responsibility of higher education in the United States. This publication represents a summary of highlights of these workshops and covers the following main themes: *mission, commitment, institutional changes*; *academic content and faculty development*; *international exchanges, development and linkages*; *foreign students*; *international development.*

24. Ilčenko, V.J. Inostrannie studenty v sovremennom mire: metodologičeskij analiz problemy [Foreign students in the contemporary world: methodological analysis of the problem]. *Sovremennaja vysšaja škola* (Varšava), no. 42, 1983, p. 161-175. [Also published in Spanish]

The author blames Western social scientists for presenting foreign students almost exclusively from the point of view of academic, educational, psychological and financial issues, and thereby neglecting their social origins. In addition, he criticises the training of foreign students as one of the forms of assistance from the Western nations to the development of qualified manpower for developing countries. He sees it as being a part in the chain of interdependency consisting of 'transnational corporations — charitable foundations — foreign students', and also as one of the

areas of the socio-economic and ideological rivalry between two systems: capitalism and socialism. Speaking of the 'brain-drain' problem, the author estimates that only 50-55 per cent of the graduates from Western higher education institutions return to their country of origin. Contrary to this, 'all without exception who completed studies in the socialist countries return to their country' and 'they are never seen as a potential additional influx of qualified personnel'. It is estimated by the author that about 15 per cent of the world's foreign student population receives education in the socialist countries. The efficiency of their educational programmes is at the same time higher than that of the capitalist countries, e.g. the drop-out rate among foreign students in the USSR is only 2 to 3 per cent. Examples of the involvement of different foundations in internal student exchange illustrate the correlation between promotion of foreign studies and foreign interest of the capitalist countries.

25. Jenkins, H.M. Exchange, international: 2. International student. *In:* **Knowles, A.S., ed.** *The international encyclopedia of higher education.* San Francisco, CA, Jossey Bass, 1977, vol. 4, p. 1512-1518, bibl.

26. Klineberg, O. The role of international university exchange. *In:* **Bochner, S., ed.** *The mediating person: bridges between cultures.* Cambridge, MA, Schenkman, 1981, p. 113-135.

The author offers an updated review of the literature on the role of foreign students as cultural mediators and expresses the need for additional research on the effect of cultural exchanges. In particular he indicates the need for a middle ground between adaptation of the foreign student to the new culture and total rejection of the new culture. On mental health aspects, there is a review of the problems of students from different cultures, particularly Third World students in Western cultures. Research has shown that the vast majority of Third World students feel vulnerable and at risk during much of their time in the United States.

27. Klineberg, O.; Ben-Brika, Jeanne. *Etudiants du Tiers monde en Europe: problèmes d'adaptation.* Berlin, Federal Republic of Germany, Mouton De Gruyter, 1972. 236 p.

28. Kobrin, S.J. *International expertise in American business.* New York, Institute of International Education, 1984. 59 p.

This report focuses on the international competence of business leaders in the United States. It deals with the attitudes of businessmen concerning international expertise, language ability of business leaders, the acquisition of international expertise and related issues. The implications for international education are also discussed.

29. Lobkowicz, N. La responsabilité éducative de l'université vis-à-vis des étudiants étrangers. *CRE-Information* (Geneva, Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities), no. 57, 1st quarter, 1982, p. 27-43.

30. McAnally, Mary. The plight of student exiles in the U.S.A. *Africa today* (Denver, CO), vol. 17, no. 3, May/June 1970, p. 1-10.

This article deals with the problem of over 100 former South African black students who study in the United States and have become 'stateless individuals'. The author reviews United States'

immigration policies. The most salient part of the article deals with recommendations from South African students on what people of the United States can do to improve the students' situation.

31. Matson, Margaret B.; Kirkwood, R. Study the issues before offering study abroad. *Educational record* (Washington, DC), American Council on Education, vol. 64, no. 2, Spring 1983, p. 48-51.

32. Nelson, D.N. *Crucial issues in foreign student education.* Washington, DC, National Association for Foreign Student Affairs, 1975. 32 p.

A broad discussion of issues facing policy makers regarding foreign students based on a seminar sponsored by NAFSA. Among the issues considered are the institutional policies of universities regarding foreign students, departmental policy, admissions and financial aid questions, competency in English, and services and programmes for foreign students. The focus is from the perspective of policy makers in the United States and university officials.

33. Smith, A. From 'Europhobia' to pragmatism: towards a new start for higher education co-operation in Europe? *European journal of education* (Oxford, United Kingdom), vol. 15, no. 1, March 1980, p. 77-95, bibl.

34. Stassen, M. Academic mobility and the functions of inter-university co-operation. *Higher education in Europe* (Bucharest, European Centre for Higher Education), vol. 5, no. 2, April-June 1980, p. 38-45. [Also published in French and Russian]

35. Taylor, Mary Louise. Exchange, international: 3. Study abroad. *In:* **Knowles, A.S., ed.** *The international encyclopedia of higher education.* San Francisco, CA, Jossey-Bass, 1977, vol. 4, p. 1518-1528, bibl.

36. Tierney, J.F. Exchange, international: 1. Overview. *In:* **Knowles, A.S., ed.** *The international encyclopedia of higher education.* San Francisco, CA, Jossey-Bass, 1977, vol. 4, p. 1505-1511, bibl.

37. Williams, P. Making tomorrow happen sooner: towards a more equal international exchange of students, teachers and research. *In:* **Garrett, R.M., ed.** *Education and development.* London, Croom Helm; New York, St. Martin's Press, 1984, p. 321-343.

A discussion of the pros and cons of international study, with a stress on providing an appropriate balance of relevance and interest for Third World students. Williams points out the negative aspects of international study and discusses the need for better international student programmes. He argues, for example, for joint North-South planning of international study courses, more in-country courses taught by Northern scholars in Third World nations, joint co-operation among institutions in North and South for research and collaboration, and other improvements in the status quo. The chapter concludes with a number of recommendations for the Government of the United Kingdom regarding overseas students.

Academic experiences and performance

38. Bie, Karen N. Norwegian students at British universities: a case study of the academic performances of foreign students. *Scandinavian journal of educational research* (Stockholm, Institute for Educational Research), vol. 20, no. 1, 1976, p. 1-24, bibl.

This article is based on the author's doctoral dissertation concerning academic performance of the foreign students at sixteen higher education institutions in the United Kingdom. Generalizations about foreign students' academic performance conclude that this group does worse than students from the United Kingdom in the following fields: architecture, business administration, dentistry, engineering and medicine. It was found that Norwegian students had a lower failure rate than students from the United Kingdom, and their examination results compared favourably with their counterparts from the United Kingdom. General statements about foreign students' performances are thus not confirmed by Norwegian students' performances. Language difficulties in the early period of study, social adjustment and possible deficiencies in the Norwegian school background do not seem to have been important influences. The question of motivation as an explanation for the high standard of achievement by the Norwegian students is also discussed.

39. Cieboter, F.J. Factors related to the performance of foreign graduate students. *Journal of educational research* (Madison, WI), vol. 62, no. 8, April 1969, p. 360-365.

This study examines the interrelationship between the Graduate Record Examination (GRE) scores, grade-point averages (GPA), geographic area of origin, and major field of study for 218 foreign students enrolled in one of the graduate divisions of the University of Florida, and who had attended for at least two full semesters and whose GRE scores and GAP results were accessible. It was established that both GRE scores and GPA differed significantly within the foreign student group, on the basis of geographical area of origin and the major field. It was also found that the GRE could not be used as a predictor of GPA.

40. Greenall, G.M.; Price, J.E., eds. *Study modes and academic development of overseas students.* London, British Council, 1980.

41. McAdam, K. The study methods and academic results of overseas students. *In:* **Bochner, S.; Wicks, P., eds.** *Overseas students in Australia.* Kensington, NSW, Australia, New South Wales University Press, 1972, p. 97-104.

The primary goal of the foreign student is to pass his/her examinations and thereby obtain the academic qualification and credentials which will enable him/her to obtain rewarding professional employment upon returning home. The author of this chapter discusses obstacles in the realization of this goal, mostly with respect to the fact that in many 'problem cases' not only the foreign student's training but also his/her study methods are not appropriate for higher education studies in Australia. An empirical study was carried out by the author in 1968 with the first-year overseas students at Monash University. Two standardized study questionnaires were used. Information obtained show that the foreign students, in general, are 'achieving their academic goals, but that is all they are achieving'. This goal is realized at the expense of their personal resources and demands on their time.

42. Maehr, M.L. Motivating students of diverse sociocultural backgrounds to achieve. *International journal of intercultural relations* (Elmsford, NY), vol. 2, no. 1, Spring 1978, p. 38-70.

This paper addresses a problem of major importance to educators: the motivation of students of differing socio-cultural backgrounds. Achievement motivation is essentially redefined and a more comprehensive analysis is attempted in which personality, situation and other factors are all concerned. The main concern of the article is on what one can change about personality and situations to increase the achievement motivation of students.

43. Melendez-Craif, M. *A study of the academic achievement and related problems among Latin American students enrolled in the major Utah universities.* Provo, UT, Brigham Young University, 1970. 105 p. [Thesis]

The Michigan International Student Problem Inventory was utilised in the measurement of the academic achievement and other related problems of Latin American students in the major Utah universities. Latin Americans were found to be achieving acceptably with many of them being outstanding scholars. No significant difference was found among the group between academic achievement and marital status or sex. Class level and English proficiency as related to academic achievement were other variables tested. It was felt among most Latin Americans that the greatest problems students faced were financial, followed by academic problems, with religious and attitudinal problems of least importance.

44. Putman, L., jr. The academic performance of foreign students. *Annals of the American Academy of Political and Social Science* (Philadelphia, PA), vol. 335, May 1961, p. 41-53.

Putman indicates the basic problems concerning foreign students. They are: the selection of students; the academic ability of students, or the ability of the receiving institution to judge their educational levels; the problem of English proficiency; adaptability of the student to the environment; the home institution's qualifications orientation to the United States and particularly to the school; the academic performance of the students. Putman also outlines the need to maintain standards of educational programmes, listing three major responsibilities of the institution: that foreign students should be discouraged in every possible way from dealing with or going to sub-standard United States educational institutions; that no foreign students should be admitted without determining their qualifications; and every effort should be made to provide adequate orientation, counselling, English instruction and other means to help the foreign student adjust.

45. Spinks, J.A.; Ho, D.Y.F. Chinese students at an English-language university: prediction of academic performance. *Higher education* (Amsterdam), vol. 13, no. 6, December 1984, p. 657-674, bibl.

This study reviews evidence collected over the past two to fifteen years, which relates to the issue of prediction of academic performance of Chinese students at the University of Hong Kong, an English-language and Western-oriented university. This review is complemented by an analysis of data collected over a five-year period. The results provide evidence of factors which are important in determining the ability of a student to adapt to the foreign cultural and language barriers that exist at this university. In particular, ability in English language and mathematics provides good and reasonably independent predictors of success. The data show the importance of considering the cultural background of students when assessing their aptitude

for study, and offer information for Western universities regarding their admission procedures for Chinese students.

46. Sugimoto, R.A. *The relationship of selected predictive variables to foreign student achievement at the University of California, Los Angeles.* Los Angeles, CA, University of Southern California, 1966. 154 p. [Thesis]

This study provides a description and analysis of the relationship between certain items found on forms in admission offices with foreign students and the eventual academic success or lack of success of these students. The sample consisted of 2,075 foreign students enrolled at the University of California, Los Angeles (UCLA), during 1964/65. It was hypothesized that: (1) no significant differences would be found between the success criterion and any of the eighteen variables selected; (2) no predictors of academic success could be identified among the eighteen variables; and (3) there was no need to improve the admission and information forms currently in use. English language proficiency is one of the most important factors associated with academic success. Variability in the selection and admission standards among institutions of higher learning are characteristics on which there was widespread consensus among educational authorities. Overall grade-point average and the number of terms at UCLA were factors most closely correlated with academic success. While about 15 per cent of the foreign students experienced academic difficulties, age, date of enrolment at UCLA, type of visa and English examination scores had no significant predictive value. Improved selection criteria and careful screening procedures are among the recommendations made.

47. Tuso, Hamdesa. *The academic experience of African graduate students at Michigan State University.* East Lansing, MI, Michigan State University, 1981. 564 p. [Thesis]

This study was designed: (1) to develop a profile of African graduate students at Michigan State University (MSU); (2) to examine their educational experiences while studying at the university; and (3) to determine the effect of academic level and area of speculation on their educational experiences. A questionnaire and a structured interview schedule were used to gather the data. Approximately half of the ninety-six African graduate students at MSU were involved in the study. The advisor and the student were found to play key roles in the development of individualized academic programmes. The educational approaches at MSU were rated as 'effective' by a majority of the students, but they found they were handicapped by lack of relevant data/literature when writing papers concerning regular courses. While the quality of interaction between Africans and professors in general was moderate, the interaction between them and their advisors in academic matters was high. Substantial differences were also found in the participants' interactions with their fellow graduate students (Americans, internationals and other Africans) in academic matters.

48. Wilcox, L.O. *The prediction of academic success of undergraduate foreign students.* Minneapolis, MN, University of Minnesota, 1974. [Thesis]

Several measures of secondary school academic performance and test scores of verbal aptitude, mathematical aptitude, subject matter achievement, and English proficiency were studied individually and in combinations in order to predict the academic success of undergraduate foreign students. Eighty-four first-year students from Vietnam enrolled at several United States institutions and ninety-nine Hong Kong first-year students studying at the University of Wisconsin-Madison were the subjects of this study.

Adaptation problems and issues

49. Alexander, A.A., et al. Psychotherapy and the foreign student. *In:* **Pederson, P.; Lonner, W.J.; Draguns, J.G., eds.** *Counseling across cultures.* Honolulu, HI, University of Hawaii Press, 1976, p. 227-246.

The experiences of the foreign student in the United States who seeks psychotherapeutic help are explored in this chapter. A summary of the implications of research findings for psychotherapeutic contact with non-Western foreign students is provided. On physical and psychological health during the sojourn, it is argued that students in emotional or physical trouble regard themselves as deviant in two worlds: they have lost ties with the 'home world' and are unable to function in the 'new world'. From their own research and clinical experiences the authors show how certain factors, including communication, serve as barriers to the entrance of the foreign patient to the North American mental health system. Therapists should be aware of these factors.

50. Althen, G., ed. *Learning across cultures: intercultural communication and international educational exchange.* Washington, DC, National Association for Foreign Student Affairs, 1981. 153 p. [ERIC microfiche ED 208 790]

This publication is for the use of anyone who works with students or scholars involved in international educational exchanges. Its purpose is to bring together ideas that have value in the day-to-day work of people involved in educational interchange. The contributors believe that the field of inter-cultural communication offers international exchange practitioners a useful approach to planning and conducting their training and orientation programmes, and pursuing their own professional development. The book is in three parts: Part I, 'Aspects of intercultural eduction activity', contains chapters on adjustment to new cultures, cross-cultural training and problem-solving in new cultures. Part II, 'Research on learning and implications for educational interchange', contains two complementary essays that summarize research on the topic of learning, and draw some implications for people designing and conducting exchange programmes. Part III offers two case studies of the application of ideas from the intercultural communication field to work in international educational interchange. The ideas in the book stem from the United States.

51. Althen, G. *Orientation of foreign students.* Washington, DC, National Association for Foreign Student Affairs, 1980. 13 p. [ERIC microfiche ED 201 950]

52. Anumonye, A. *African students in alien cultures.* New York, Black Academy Press, 1970.

53. Attitudes and adjustment in cross-cultural contact: recent studies of foreign students. *Journal of social issues* (Ann Arbor, MI, Society for the Study of Social Issues), vol. 12, no. 1, May 1956. [Special issue]

The studies described form part of a large-scale research programme. The initial phase of the programme consisted of exploratory investigations of particular nationality groups. Four studies, dealing with relationships between a student's cultural background and his experiences in the United States, were carried out on university campuses in the United States. At the same

time parallel studies were carried out in the native countries of the students in question. In the second phase of the research programme, four new investigations were undertaken on particular variables which the findings of the first phase of the programme suggested might be important for the adjustment of all foreign students. The issue presents the frame of reference for analysing cross-cultural education, brief reports on three of the four studies, and an account of one study from the first phase of the research programme.

54. Bae, C.K. *the effect of traditionalism on social adjustment and the brain drain: a study of Korean students at the University of Wisconsin.* Madison, WI, University of Wisconsin-Madison, 1972. 254 p. [Thesis]

The purpose of this study is to discover the effects of traditional values, social adjustment and the role of brain drain in a sample of students from the Republic of Korea registered at the University of Wisconsin. There were three major hypotheses to this study: the strength of Korean traditionalism does not change over time in the United States; traditionalism is negatively related to social adjustment in the United States; traditionalism is negatively related to brain drain. Traditionalism was conservative and basically stable. Most students were committed to their traditional values regardless of their background or place of study. A link was found between traditionalism and a negative relationship to social adjustment. Traditional attitudes did not predict the decision leading to brain drain.

55. Benson, P.G. Measuring cross-cultural adjustment: the problem of criteria. *International journal of intercultural relations* (Elmsford, NY), vol. 2, no. 1, Spring 1978, p. 21-37.

The nature of the adjustment process for individuals crossing cultural boundaries has not been adequately described in past research, which leads to difficulty in selection and training of personnel for overseas assignments. This article critically reviews research on measures of overseas adaptation, and raises a series of theoretical issues to be considered in future research. In addition, methods for measurement of cross-cultural adjustment are proposed, and it is suggested that practitioners and researchers in this field could benefit from a careful definition of criteria.

56. Bulham, H.A. Dynamics of cultural in-betweenity: an empirical study. *International journal of psychology/Journal international de psychologie* (Amsterdam), vol. 15, no. 2, 1980, p. 105-121.

The author's theory proposes three main identification patterns among the black intelligentsia: (1) capitulation to the dominant culture; (2) revitalization of the indigenous culture; and (3) radicalization of both so as to arrive at a new and higher synthesis. Three scales corresponding to the identification patterns were constructed and a comparative study was conducted on two college samples. One group consisted of forty-five Somali students being trained in the United States. The other group consisted of fifty-seven Somali students being trained in Somalia. Specific hypotheses comparing the two groups were tested and confirmed by means of various psychological instruments.

57. Bulham, H.A. Reactive identification, alienation and locus of control among Somali students. *Journal of social psychology* (Provincetown, MA), vol. 104, no. 1, February 1978, p. 69-80.

The author studied forty-five Somali students attending a college in the northeast United States. All students in the sample were male. The author formulates three reactions of Western-educated Africans to the Euro-American world: (a) 'moving toward'; (b) 'moving away'; and (c)

'moving against'. Three scales corresponding to these patterns of identification were constructed and specific hypotheses tested by means of multiple assessments involving these students. The results generally followed the predicted pattern. 'Moving toward' was not found to be the predominant cause of identification. Involvement with African nationalist movements was typical of 'moving against' scores. 'Moving away' was, however, characterized only by heightened racial awareness.

58. Culha, M. *Needs and satisfactions of foreign students at the University of Minnesota.* Minneapolis, MN, University of Minnesota, 1974. [Thesis]

Two evaluative instruments developed in connection with this study were: (1) the foreign student importance questionnaire; and (2) the foreign student satisfaction questionnaire. Ninety foreign students were randomly selected and ninety students from the United States were utilized to determine attitudes. The ninety foreign students sampled were Chinese, Indian, European and Canadian students attending the University of Minnesota. It was found that both foreign students and students from the United States are concerned about career development, academic environment and social and emotional well-being. Significant variation was found between Canadian, European and Chinese student groups in terms of the opportunity to become familiar with culture and friends in the United States. Those students who were least likely to have satisfaction with being involved were the Chinese group, followed by the Indian group, thirdly by the Europeans and, lastly, the Canadians. Those students who were from similar cultures to that of the host country have greater academic satisfaction than those who come from dissimilar cultural backgrounds. In other words, Canadian students were least dissatisfied with the institutions of the United States and Chinese students the most dissatisfied, in terms of the cultural adjustment.

59. Ekaiko, U.T. *The effects of selected cultural and environmental adjustment of African students in United States universities.* Detroit, MI, Wayne State University, 1981. 203 p. [Thesis]

The purpose of this study was to investigate the effects of selected cultural and environmental factors on the social and academic adjustment of African students in Michigan universities. The data was collected from 161 questionnaires that were distributed to African students randomly selected from two suburban and two urban universities in the state of Michigan. The study reached conclusions: communication seems to affect the academic adjustment of African students; the climate does not seem to affect either the social or the academic adjustments of African students; communication, climate and housing seem to have significant effects only on the academic adjustment; there is a negative pattern in the social adjustment of African students in the United States; there is an upward pattern in the academic adjustment of African students.

60. Ellis, M.E. *Perceived problems of non-Canadian and non-European foreign students at a major university.* Bloomington, IN, Indiana University, 1978. 113 p. [Thesis]

Based upon personal interviews, an attempt was made to determine the nature and extent of academic, personal and social difficulties experienced by non-Canadian and non-European foreign students who attended Indiana University during the second semester of 1977/78. Of the 62 personal interviews arranged, 54 were completed giving a response rate of 87 per cent. The findings included the following: over 74 per cent of the respondents indicated difficulties

with English and descending orders of concerns were expressed in the following areas: (a) academic advising and record keeping; (b) social problems; (c) personal problems; (d) student activities; and (e) placement services. Students experience the least amount of difficulty in the following areas: living, dining, health services, religious services, and with the general quality of education at Indiana University. The major conclusion of the study was that one of the most difficult problems for foreign students is language coupled with a need for satisfactory orientation programmes to the United States and the university. Students have a negative feeling toward both the quality of their orientation and the quality of foreign student advisors. Significantly, financial considerations were not found to be a serious problem.

61. Fanai, F. Die psychosozialen Probleme ausländischer Studenten in Deutschland [Psychological problems of foreign students in Germany]. *Zeitschrift für Psychotherapie und medizinische Psychologie* (Stuttgart, Federal Republic of Germany), Bd. 21, Heft 3, Mai 1971, p. 100-107.

62. Faust, S., et al. Dynamics of cross-cultural adjustments: from pre-arrival to re-entry. *In:* **Althen, G., ed.** *Learning across cultures: intercultural and international educational exchange.* Washington, DC, National Association for Foreign Student Affairs, 1981, p. 7-29.

This chapter deals with cross-cultural adjustment and the changes that are required when moving from one cultural milieu to another. The authors consider three major periods in cross-cultural adjustment: preparing to enter a new culture; living in a new culture; re-entering the original culture. Each of these periods has its own characteristics. The emphasis was put on what happened to cross-cultural sojourners in each of these periods. The results were that the success of orientation for a cross-cultural experience, whether it involves going to a new culture or returning to an original one, depends on sensitizing participants to possible violations of expectations and to ways of coping when their expectations have been violated. This requires identifying the components of the adjustment process and their interrelationships; providing so-called 'survival information'; increasing communication skills; and developing a stable social support system.

63. Furnham, A.; Bochner, S. Social difficulty in a foreign culture: an empirical analysis of culture shock. *In:* **Bochner, S., ed.** *Cultures in contact: studies in cross-cultural interaction.* Elmsford, NY, Pergamon, 1982, p. 161-198.

64. Geuer, W.; Breitenbach, D.; Dadder, R. *Psychische Probleme ausländischer Studenten in der Bundesrepublik Deutschland.* Bonn, Deutscher Akademischer Austauschdienst, 1983.

65. Gottschang, Karen T. *China bound: a handbook for American students, researchers and teachers.* Washington, DC, National Association for Foreign Student Affairs, 1981. 153 p. [ERIC microfiche ED 207 887]

A general guide for foreign study in China, this volume includes sketches of major universities, guidance for students concerning entry requirements, hints on what to take to China for daily life, discussion of the organization of higher education and of how teaching and research are conducted. Housing and other arrangements are also included.

66. Graham, M.A. Acculturative stress among Polynesian, Asian and American students at the Brigham Young University-Hawaii. *International journal of intercultural relations* (Elmsford, NY), vol. 7, no. 1, 1983, p. 79-104.

Research was conducted over five years to determine effects upon students from nine cultural groups attending a multiracial university in the United States. It was hypothesized that acculturative stress would be greater among cultural groups of students where the gap between traditional and imposed (host) culture was greater. Data collected from Hawaiian, Samoan, Tongan, New Zealand Maori, Fijian, Chinese, Japanese, Filipino and American Caucasian first-year students showed real differences in assimilation patterns, affective contingencies, points of conflict and cultural stereotyping. Findings identify: (1) acculturative stress is significantly greater among Samoan students; (2) Chinese students are academically the most successfully adaptive cultural group; and (3) English-language usage imposes the greatest discrimination barrier. Recommendations to minimize acculturative stress are discussed.

67. Hafeez-Zaidi, S.M. Adjustment problems of foreign Muslim students in Pakistan. *In:* **Brislin, R.W.; Bochner, S.; Lonner, W., eds.** *Cross-cultural perspectives on learning.* New York, Halsted Press, 1975, p. 117-130.

This study analyses problems of adjustment of a group of Asian and African students in a country whose degree of development is similar to that of their own country and, in certain aspects, may even be less. At the time of this study there were about 1,000 foreign students in Pakistan, most of them being males and majoring in medicine, engineering or science. This study examined 102 male and 21 female foreign students in Karachi, and a questionnaire was administered to each participant individually. Seventy-three per cent of the respondents indicated that their choice was determined by the fact that Pakistan is a Muslim country and therefore psychologically attractive. Other considerations were easy admissions, desire to improve English, academic attraction and the possibility of a scholarship. It is assumed that the major difficulties faced by foreign students fall within three categories of physical, academic and socio-cultural differences. To reduce the constant limitations of social-psychological research methodology, the author suggests the use of unobtrusive and non-reactive techniques of data collection in combination with direct questions.

68. Hodgkin, Mary C. Acculturative stress among Asian students in Australia. *Australian journal of social issues* (Haymarket, NSW, Australian Council of Social Service), vol. 13, no. 2, May 1978, p. 139-150.

When foreign students from Southeast Asia come to Australia, they encounter many problems concerning acceptable behaviour and cultural misunderstanding. In some cases these stresses, together with academic failures, social isolation and the strains of living in lodgings away from the supportive family, lead to emotional disturbances. Students fall into a different category from migrants. They must make a selection from the host cultural norms and exercise restraint in identification with Australian ways because they face eventual return to their home sociocultural environment. Examples from a number of case histories appear to follow a regular pattern of academic failure, inability to cope with relationships with the opposite sex, and eventual mental breakdown which required hospitalization.

69. Hull, W.F. *Foreign students in the United States of America: coping behavior within the educational environment.* New York, Holt, Rinehart & Winston, 1978. 224 p.

This volume is based on a survey study of a sample of foreign students in the United States and its focus on how foreign students adjust to a new environment and their success in studies. The study was designed by an international research team. Findings include a high level of mental depression among foreign students, the importance of knowledge of the language of instruction for successful coping, the need for academic institutions to provide adequate counselling and other services for foreign students and a need to recognize that the financial problems faced by foreign students are one of the major causes of problems and difficulties.

70. Kang, Tai S. Name change and acculturation: Chinese students on an American campus. *Pacific sociological review* (Beverly Hills, CA), vol. 14, no. 4, October 1971, p. 403-412.

In a study of the social life of Chinese students at the University of Minnesota in 1967, it was discovered that of 262 Chinese students registered, 36.2 per cent of them had anglicized their first names. The preliminary examination of this phenomenon suggested a scheme to examine such aspects of social life of the group as acculturation, group identification and patterns of interpersonal interactions. This paper examines the social-psychological implications of identity change through name change.

71. Kedem, P.; Bar-Lev, M. Is giving up traditional religious culture part of the price to be paid for acquiring higher education? Adaptation of academic Western culture by Jewish Israeli university students of Middle Eastern origin. *Higher education* (Amsterdam), vol. 12, no. 4, August 1983, p. 373-388, bibl.

This research was designed to investigate whether the Middle Eastern student feels that attaining the status of a 'Western modern man' is incompatible with maintaining a traditional, religious way of life. In 1980, 1,250 Jewish University students responded to a questionnaire aimed at measuring religious attitudes, beliefs and practices. The students of Middle Eastern origin proved to be more religious than their Western counterparts. However, their feeling about themselves is that not only are they less religious than their parents and grandparents, but that they are less religious than they themselves have previously been. This feeling stemmed from their having discarded or having become lax in carrying out some of the more fundamental religious practices, even though they still maintain many of the same religious practices, attitudes and beliefs as their forefathers. Factors influencing their attitudes are examined. The findings show that as a whole there is no revolt against home or tradition, and the students have found the way to the 'new life' without breaking off from the 'old ways' of the parental culture.

72. Klein, Marjorie H., et al. The foreign student adaptation program: social experiences of Asian students in the U.S. *International educational and cultural exchange* (Washington, DC, United States Department of State), vol. 6, no. 3, Winter 1971, p. 77-90.

Data for this study were collected in 1966 and 1967 on the basis of a questionnaire distributed to 580 students from 35 foreign countries as they passed through the Foreign Student Reception Centre at the University of Wisconsin. Analyses of the collected data from 40 Asian students from Taiwan and Hong Kong showed that during their first year of study there were seasonal

differences in the incidence of health problems, and there was evidence that the rate of illness at certain times in the academic year, such as the Christmas holidays, was predictable from the amount of anticipated home-sickness. With regard to the psychiatric problems of foreign students, complaints have ranged from severe psychotic episodes, depressions, to milder anxiety and neurotic states. The study also found that the nature and background of the barriers that existed between students from Asia and the United States stems from basic functional differences in social roles. The Chinese culture — traditional and authoritarian — gives young people a great deal of structure and support both from family and from peers. United States culture stresses opposite values. Taking into account the findings of the above study an experimental orientation programme in Taiwan was carried out which focused on teaching specific techniques for overcoming interactional difficulties which students would encounter in the United States.

73. Klineberg, O.; Hull, W.F. *At a foreign university: an international study of adaptation and coping.* New York, Holt, Rinehart & Winston, 1979. 211 p.

Eleven countries were surveyed: Brazil, Canada, the Federal Republic of Germany, France, Hong Kong, India, Iran, Japan, Kenya, the United Kingdom and the United States. The research was based on both a survey and the use of interviews with foreign students. The aim was to investigate coping and adaptation among foreign students. Among the practical conclusions of this study are the following points: students should not be encouraged to study in a foreign country if they do not speak the language (this is particularly true for students who will spend only one year abroad); finding housing was considered a major problem by the students; first contacts at the university are important and set the tone for much of what follows; special attention should be paid to ensuring that such contacts are positive; the issue of equivalences of degrees and qualifications is a problem for foreign students; as also is the issue of making friends and informal contacts in the foreign country.

74. Lam, M.P. *The problems of Chinese students at the University of Illinois at Urbana-Champaign.* Urbana, IL, University of Illinois at Urbana-Champaign, 1979. [Thesis]

This study has three purposes: to ascertain the personal problems of Chinese students at the university; to explore the possibilities that the Chinese students suffer from several problems; to find out the similarities and differences between students from China and the United States. The study was carried out in two phases. First, the Mooney Problem Checklist was distributed to 755 Chinese students and to 42 students from the United States. Second, a questionnaire was used in structured interviews with 48 students, 24 with many problems and 24 with few problems. Findings: there were statistically significant differences between the percentage of problems mentioned by the students from China and the students from Hong Kong. Differences also existed according to marital status and gender; significant differences were found between problems mentioned by students of the United States and those from China; there were statistically significant differences in ego strength and adjustment between Chinese students with many problems and those with few problems.

75. Lee, Motoko Y.; Abd-Ella, M.; Burks, L.A. *Needs of foreign students from developing nations at U.S. colleges and universities.* Washington, DC, National Association for Foreign Student Affairs, 1981. 192 p. [ERIC microfiche ED 203 776]

A national survey of 1,900 students from developing countries in universities in the United States. In every category, needs were not satisfied to the level of students' expectations, even though most of the needs were satisfied to a degree. Needs for practical experience (work experience and opportunities to apply knowledge), and anticipated post-return needs, both for material rewards and for professional opportunities and facilities, were among the least met. Students with the following characteristics were most likely to be satisfied: from Latin America or Europe; with a job waiting for him or her at home; residing with an American student; on a scholarship; a graduate student rather than an undergraduate; having a good command of English.

76. Mickle, K.M. *The cross cultural adaptation of Hong Kong students at two Ontario universities.* Toronto, Ont., Canada, University of Toronto, 1984. [Thesis]

77. Morgan, E.E., jr. Study abroad: a process of adaptation and change. *International review of education/Revue internationale de pédagogie* (The Hague), vol. 21, no. 2, 1975, p. 207-215.

The major assumption of the study was that individuals differ in their methods for adapting to the behaviour patterns associated with the cross-cultural experience. The assessment of adaptation was made by focusing on individual learning and development. Five types were extracted but only two are reported in this article — the 'cultural relativists' and the 'cultural opposites'. The author points out that the valued outcome of study abroad is: 'to help acquire a deep understanding of another culture, and to begin to appreciate and develop empathy for people who are different'. In conclusion, he points out that the overall success or failure of a study abroad programme does not rest only with the students. Thus, administrators of these programmes must possess an expertise and understanding of the implications of the cultural encounter.

78. Morris, R.T. *The two-way mirror: national status in foreign students' adjustment.* Minneapolis, MN, University of Minnesota Press, 1960. 215 p.

The aim of this research was: (a) to inform the research sociologist about some of the theoretical and technical problems and solutions encountered; (b) to present to the practitioner some suggestions for the counselling of foreign students; (c) to let foreign students know how other, earlier, foreign students have felt. Foreign students from some sixty universities in the United States provided data. The author deals, in one chapter, with the specific difficulties encountered in setting up instruments and interview techniques for foreign students, and other related procedures; the report describes the characteristics of the students in the study as a basis for generalization; three chapters present the distribution of responses on the main dependent and independent variables.

79. Ng, J.P. *Use of the 'Mooney Problem Check List' for identifying psychosocial adjustment problems of international students at four universities in Colorado.* Greeley, CO, University of Northern Colorado, 1981. 273 p. [Thesis]

The study was based on an attempt to identifying the extent of psychological and social adjustment faced by international students in the United States at four universities in Colorado. Five hundred students received copies of these two instruments; the rate of return was 58 per

cent or 290 responses. The most significant variables indicated by the respondents with troubling problems were the following: age; marital status; living with family; year in college; sources of financial support; host family participation; number of years employed in country of origin; number of years living in the United States; religion; university counselling centre visits; and campus location. The following variables were differentiated between students who reported statistically significant problems: geographic region; year in college; host family participation; religion; and campus location. Overall findings were that students who were older, were graduate students, had a greater length of stay in the United States and had worked for a longer time in their home country were better adjusted than those who did not have these four characteristics, and secondly, married students and students who benefited from host families reported less adjustment problems than single students and those students who did not benefit from host family programmes.

80. Payind, M.A. Academic, personal and social problems of Afghan and Iranian students in the United States. *Educational research quarterly* (Los Angeles, CA, University of Southern California), vol. 4, no. 2, Summer 1979, p. 3-11.

The objective of the study was to analyse the nature and the extent of the academic, personal and social problems of students and to what these problems are related. The study showed that the students had academic problems mostly related to a lack of proficiency in English and to a certain extent to the differences between the education systems of their home countries and those of the United States. The social problems were related to the cultural background of the students and their lack of information about the United States. The study concludes with recommendations (targeted at appropriate authorities) designed to help the students overcome these problems. There is a great need for more organized pre-departure orientation programmes for both sponsored and non-sponsored students going to the United States. It is also suggested that both sponsored and non-sponsored students take, in their respective countries, intensive English courses before departing for the United States. American colleges and universities should attempt to identify and recognize the major handicaps of different sub-groups within the total group of international students.

81. Pedersen, P.B. Role learning as a coping strategy for uprooted foreign students. *In:* **Coelho, G.V.; Ahmed, P.I., eds.** *Uprooting and development: dilemmas of coping with modernization.* New York, Plenum, 1980, p. 295-319.

A major task of adaptation for foreign students in a new culture is that of recognizing the diverse roles in which one is interacting with his/her university and community members. The author of this paper suggests that an identity crisis may be accentuated because the foreign student must learn to handle multiple new roles. His/her role as a student may, for example, be complicated by being perceived as a 'cultural ambassador' who needs to explain and sometimes justify the policies of his/her country. The foreign student must learn to be able to differentiate and yet integrate these conflicting roles. The author points out that the adaptation process is easier if the individual's role conflict is minimized, and if prior expectations prove to be more in accordance with the real situation. He also emphasizes the importance of the 'co-national' student in providing support, advice and reassurance.

82. Pruitt, F.J. *The adaptation of African students to American education.* Buffalo, NY, Council on International Studies, State University of New York at Buffalo, 1979.

83. Pruitt, F.J. The adaptation of African students to American society. *International journal of intercultural relations* (Elmsford, NY), vol. 2, no. 1, Spring 1978, p. 90-118.

This report summarizes the results of a questionnaire study conducted in the middle 1970s involving 296 sub-Saharan students from a representative set of nine campuses in the United States. Some of the results suggest that African students in this country are predominantly Christian and middle-class in origin, coming mostly from cities of over 10,000; Nigerians vastly outnumber those from any other country; two-thirds are under-graduates and one-third graduate students, with at least a third having started their education in the United States in a community college; and they are mostly supported by their families or by themselves. The major problems at first are in the areas of climate, communications with Americans, discrimination, homesickness, depression, irritability and tiredness. Only a minority feel comfortable with the basic elements of culture in the United States, though the vast majority are pleased with the education they are receiving. It was possible to identify several correlates of adjustment, defined as happiness and freedom from various problems. Students have a more positive attitude toward values of the United States if they are from more prominent families, have attended an orientation to education in the United States, and spend time with people from the United States rather than other Africans. Contacts with the foreign student office seem to be effective.

84. Ramirez-Better, M.V. *The adjustment problems of Latin American students attending selected California universities.* Stockton, CA, University of the Pacific, 1980. 174 p. [Thesis]

Selected Latin American students at the undergraduate level were sampled at 'selected California universities'. The basic findings are, regardless of sex, that undergraduate Latin American students encountered academic problems mostly in the areas of writing, reading, oral skills and English. Secondly, students did not receive sufficient help in academic programme planning efforts, particularly planning academic programmes that would be useful to them in terms of the national goals of their respective countries. Significant problems related to financial aid and lack of news about their native country; other areas of concern were social interaction, food, time orientation and household chores. There were not significant differences between males and females in perception of either academic or non-academic problems, nor were there significant differences on the part of females and males concerning anticipated problems of re-entry to their home environments. Both groups who responded — male and female — were particularly concerned that their countries would not look favourably on newer 'innovations' learned in the United States. The recommendations for change include: pre-orientation offered in the native country by the governments or sponsoring institutions; the need for universities in the United States to provide extensive orientation programmes in both non-academic and academic areas of concern; foreign students should be assigned 'host' student sponsors to assist them in finding housing and facilitating adjustment to the new culture.

85. Rich, P. *The adaptation of Southeast Asian students at the University of New England.* Armidale, NSW, Australia, University of New England, 1975. [Thesis]

86. Schild, E.O. Foreign student as stranger, learning the norms of the host culture. *Journal of social issues* (Ann Arbor, MI, Society for the Study of Social Issues), vol. 18, no. 1, 1962, p. 41-54.

The extent to which the encounter with the host society enables the student to learn its norms is

crucial for his adjustment. In this study of fifty-nine Jewish students from the United States visiting Israel in 1955, the author examines the consequences which flow from their position as strangers in the host society, with particular emphasis on how they learn the norms of the host culture.

87. Singh, A.K. *Indian students in Britain: a survey of their adjustment and attitudes.* London, Asia Publishing House, 1963. 208 p.

This pioneering study of the adjustment patterns and attitudes of a group of 400 Indian students in the United Kingdom, describes their social, emotional, academic and financial problems. It also discusses their attitudes toward the people of the United Kingdom and society, towards certain Indian and Western institutions and values such as marriage, family, role of women, caste, religion and materialism. The study distinguishes between the views of students from upper and middle class families. Among the most important findings were the following: Indian students reported difficulty in finding accommodation and indicated that the main problem was racial discrimination. The students reported discrimination in other areas as well, and indicated that this alienated them from the British people. Upper class students reported that they had fewer problems with discrimination and made more British friends than middle-class students. An unintegrated social life caused many of the students to feel lonely, homesick and in general to report emotional strain. Financial problems were another major source of worry. Indian students often tended to judge the British by the standards of Indian society, causing some further problems of perception. A number of elements caused variations in responses: duration of stay (with high adjustment being reported early in the sojourn and then late in it, but with considerable difficulties in the middle), personality and social class.

88. Suzuki, E. Foreign students and the American dream. *Yale review* (New Haven, CT, Yale University), vol. 68, no. 2, Spring 1979, p. 369-382.

The author presents in a very eloquent fashion the inevitable conflict between the foreign student caught between two cultures.

89. Swatdipong, P. *Sojourner alienation: an exploratory study of foreign student alienation.* Ames, IA, Iowa State University, 1979. 171 p. [Thesis]

The researcher designed an exploratory model of sojourner alienation and tested it with foreign students attending Iowa State University. A total of 356 questionnaires were administered to 30 per cent of the foreign student body at the Iowa State University. In all, 177 responses were usable for the study, a 50 per cent response rate. The findings of this study were the following. Length of time in the United States and the level of social participation were enhanced in particular by the length of stay and the level of participation. Length of study, modernity, socialization, role conflict, and also role adjustment significantly affected alienation. Role adjustment had the strongest effect on the individual with role conflict second and length of the sojourn the least significant factors.

90. Von Dorpowski, H. *The problems of Oriental, Latin American and Arab students in U.S. colleges and universities as perceived by these foreign students and by foreign student advisors.* Philadelphia, PA, Pennsylvania State University, 1977. 228 p. [Thesis (Ed.D.)]

The study attempts to determine the perceptions of both the foreign students and their advisors vis-a-vis the problems of foreign students, particularly those from Latin America, the Arab countries and Asia. Foreign student advisors tended to perceive the problems of foreign students to be more serious than the foreign students themselves. Basic problems agreed to by both foreign students and their advisors are in the following areas: financial aid; English language and placement; health service and religious services. In essence, the foreign student advisors apparently have an understanding of the needs of foreign students.

91. Wetzel, N.R. *A study of the academic needs of African students at the University of Illinois.* Urbana, IL, University of Illinois at Urbana-Champaign, 1974. 149 p. [Thesis]

The identification of academic needs of African students at the University of Illinois is the concern of this study. Special services, materials, experiences, activities and skills or areas of knowledge which could help promote the success of Africans while enrolled as students, and after returning to Africa were defined as the needs. African students enrolled, the faculty members at the university with some African experience, and those students who returned to Africa after completing their studies were surveyed during the study.

Admissions policies and evaluation of credentials

92. Admission of foreign students. *RIHED Bulletin* (Singapore, Regional Institute of Higher Education and Development), vol. 10, no. 2, April-June 1983, p. 11-12.

Concerns the situation of admission of foreign students in the Philippines, where the demand for places in colleges and universities by overseas students has increased dramatically in recent years.

93. Côté, M. *Admission des étudiants dans les universités du Québec: evaluation des dossiers étrangers par comparaison avec le système collégial québecois.* Montréal, Canada, Service régional d'admission du Montréal metropolitain, 1980. 227 p.

94. Fiske, E.B. Ethical issues in recruiting students. *New directions for higher education* (San Francisco, CA), vol. 9, no. 1 (no. 33), 1981, p. 41-48.

The author argues that demographic changes (the decline in the numbers of college-age youth in many higher education institutions in the United States) mean 'the shift from a seller's to a buyer's market' (with regard to student recruitment). In this context he also discusses the abuse in recruiting foreign students, pointing out problems linked with: insufficient information on possibilities as well as conditions for studying in the United States; 'headhunting' practices in some South American countries; pre-signing of forms by some colleges (necessary for foreign students to obtain United States visa); lack of adequate counselling for foreign students.

95. Guiton, J. *From equivalence of degrees to evaluation of competence: present procedures and practices, new avenues.* Paris, Unesco, 1977. 138 p., bibl. [Also published in French]

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The twelfth in a series of 'Studies on international equivalences of degrees' undertaken by Unesco, this volume provides an overview of the situation of degree equivalence in various countries and argues that it is necessary to move from the certification of degrees to the validation of competence and skills. The highly complex system of multilateral and bilateral agreements concerning equivalence, the legal status of the situation and other elements are discussed in the context of moving to a more sophisticated and useful structure of evaluation.

96. Institute of International Education. *Evaluating foreign students' credentials.* New York, Institute of International Education, 1981.

97. International Association of Universities. *Methods of establishing equivalence between degrees and diplomas.* Paris, Unesco, 1970. 143 p. [Also published in French]

98. Jenkins, H.M., ed. *Foreign student recruitment: realities and recommendations.* New York, College Entrance Examination Board, 1980.

A report of the colloquium held in March 1980 on foreign students. Problem areas discussed include: 'Foreign student recruitment - Why? Demographic and financial factors, present and future'; 'Current practice in the recruitment of foreign students'. Besides the discussions on the problems raised, the participants took part in two working group projects, to explore the feasibility of establishing a clearinghouse for information on foreign student recruitment to United States universities and colleges, and to set down criteria for ethical recruitment practices and suggest ways in which these might be disseminated to relevant United States institutions.

99. Renaud, G. *Experimental period of the International Baccalaureate: objectives and results.* Paris, The Unesco Press, 1974. 69 p., bibl. (IBE. Experiments and innovations in education, no. 14) [Also published in French and Spanish]

Wishing to facilitate student mobility, the International Baccalaureate (IB) was started in 1965 to validate secondary school certificates of international schools at the upper secondary level. Between 1970 and 1974, the number of actively participating schools rose from 11 to 27 and candidates from 312 to 1080. Comments from schools and students show that the IB is well appreciated.

100. Turner, S. Directory of equivalency centers. *World higher education communique* (New York, Institute of International Education), vol. 4, no. 2, Spring 1982, p. 8-11.

Attitudinal and behavioural studies

101. Adwere-Boamah, J. Intellect and commitment: a potential for educational change in the new nations. *International journal of comparative sociology* (Leiden, Netherlands), vol. 13, no. 2, 1972, p. 99-112.

This study was a preliminary attempt to provide some needed information about the prospective African elites in the United States colleges and universities. The specific objective of the study was to investigate the educational orientations and concerns of African students in the United States and to assess the relationship of such orientations to the perceptions of problems facing the African countries. The study was designed to discover how the different orientations among and within the study sample may relate to demographic factors, choice of academic discipline and other variables. The research data were drawn from the total population of African students enrolled in forty-four higher education institutions in the United States Pacific Coast Region. Questionnaires were sent to 390 African students, and 250 of them responded. Among the many problems confronting African countries, a large proportion (66 per cent) of African students in the study consider economic development, educational needs (55 per cent) and living conditions in the African countries as very serious problems. The author also analyses the samples' educational orientations and their correlates, and discusses the results in terms of ideological, social and educational implications to these prospective African elites.

102. Aich, P. *Farbige unter Weissen.* Köln, Federal Republic of Germany, Kiepenheuer & Witsch, 1962.

This book is a comprehensive sociological study of non-European foreign students, mainly from the developing countries, who were studying in 1960 in the Federal Republic of Germany. A survey was carried out and data were collected from 386 foreign students in seven universities and other higher education institutions. The following problems are studied: reasons for study abroad and in particular in the Federal Republic of Germany; social background of the foreign student population; financial situation and provisions for foreign students; language proficiency and problems; national associations ('clubs'); relations with the community in and outside the university; discrimination – its forms and consequences for foreign students; problems after graduation ('non-returning'). Statistical comparisons of data concern students from Egypt, India, Indonesia, Jordan, Ghana, Nigeria, Central African Republic and Norway.

103. Aich, P. Sozial Determinaten der politischen Einstellung der Africanischen und Asiatischen Studenten in Deutschsprachigen Ländern. *Kölner Zeitschrift für Soziologie und Sozialpsychologie* (Opladen, Federal Republic of Germany), vol. 18, no. 3, 1966, p. 482-515.

The article discusses formation and changes in the political attitudes of African and Asian foreign students in Western European higher education institutions. The author points out that if, in general, foreign students consider study abroad to be an important factor in their professional and social advancement, industrialized countries' motives are often of economic and political nature. Economic motivation is based on the hope that, after foreign students return to their respective home countries, they will be more open towards trade and industrial links with their host countries. Political motivations are less easy to formulate especially after some negative experience (in the 1950s and 1960s) with students who, after their studies in the Western countries, turned against Western societies. Another political reason is to counterbalance efforts made by socialist and communist countries to recruit and train in their universities, future favourable African and Asian intellectual and political elite. In this context formation of political attitudes among foreign students cannot be viewed as irrelevant. The author points out that difficulties in the socialization processes especially in the first years of study abroad are the main problems among African and Asian foreign students studying in Western European

universities. Research was carried out among 709 students from 55 African and Asian countries studying in Austria, the Federal Republic of Germany and Switzerland.

104. Al-Banyan, A.S. *Saudi students in the United States: a study of cross-cultural education and attitude change*. London, Ithaca Press, 1980. 91 p.

The underlying assumption of this study was that exposure to a foreign educational experience in a modern society provides the visiting student with a new standard for the evaluation of his traditional cultural values. The main objectives were: the delineation of specific variables involved in the Saudi Arabian students' experiences in the United States that influence their attitudes toward traditional cultural values; analysis of the processes through which the variables have their effect; and an investigation of the effect of selected background variables upon the student's experiences in the United States. The total population of around 700 Saudi Arabian students enrolled in United States institutions of higher education for the year 1971/72 were the subjects of the study. The selected variables in the questionnaire were: length of stay in the United States; exposure; and adjustment. The hypothesis that attitude change is associated with length of stay in the United States was supported regarding the position of women but not concerning traditional family relations. Length of stay was also not found to be significantly related to attitudes toward occupational values.

105. Becker, Tamar. Black Africans and black Americans on an American campus: the African view. *Sociology and social research* (Los Angeles, CA, University of Southern California), vol. 57, no. 2, January 1973, p. 168-181.

This article examines the strained relations between Africans and black Americans on the UCLA campus. The study operates on the premises that: a spontaneous sense of kinship and mutual trust would arise between black Americans and black foreigners on a visit in the United States; the co-operation between the two groups may be neutralized if the association is seen by members of either group as having unfavourable consequences; if the participants view the association as superimposed, the probability increases that relations between the groups will be marked by strain and ambivalence. The study found that higher status and tangible benefits accorded Africans in preference to black Americans, socio-cultural differences between the two groups, and perceived rejection by blacks, strengthened the Africans inclination to emphasize their separate identity and to minimize contact with black Americans.

106. Becker, Tamar. Cultural patterns and nationalistic commitment among foreign students in the United States. *Sociology and social research* (Los Angeles, CA, University of Southern California), vol. 55, no. 4, July 1971, p. 467-481.

Observers of foreign scholars and students have found some positive effects of their sojourn in the United States on the individuals involved as well as on their host and home societies. The main issue in this article concerns the changes in the foreigner's attachment to his home country that are associated with a prolonged study abroad. The three patterns which the article uses are: (1) commitment to the home country's cultural values; (2) commitment to the 'role of the national'; (3) commitment to 'the sacredness of the state'. Three hypotheses are proposed, namely: commitment to the home country's cultural values is the least vulnerable to erosion through prolonged sojourn; commitment to 'the role of the national' and the 'sacredness of the

state' are highly vulnerable and tend to give way to an individual-centred ideology; the individual is pushed in the direction of general political disengagement — a state of dual detachment from both home and host societies. Among models of attachment to the national state it was found that: commitment to national cultural values is least vulnerable to erosion during prolonged stay abroad; commitment to the 'role of national' state is highly vulnerable, and sentimental attachment to the home-state and instrumental attachment to the host-state tend to produce ideological disengagement from both. These findings, if substantiated by further research, raise new questions concerning political socialization from the point of view of both the national state and the individual long-term sojourner.

107. Bennett, J.W.; Passin, H.; McKnight, R.K. *In search of identity: the Japanese scholar in America and Japan.* Minneapolis, MN, University of Minnesota Press, 1958. 369 p.

The study is conducted in two parts: (1) twenty-three Japanese students were observed in a university in the United States for one year; (2) at the same time in Japan, fifty subjects who had previously been educated in the United States were observed. Findings: many returnees from the United States remain substantially alienated from their own society. There are, however, numbers of persons in Japan who have been alienated from the traditional order and are seeking to bring about changes so that, in some respects, the returnee is less isolated than before; the Japanese woman finds greater satisfaction in her own society, and more outlet for her ambitions and talents. Japanese studying abroad have had their effect upon the course of Japan's modernization and westernization. But the idea of modernization did not just come from the returnees but also from the Japanese society itself.

108. Bochner, S.; McLeod, B.M.; Lin, A. Friendship patterns of overseas students: a functional model. *International journal of psychology/Journal international de psychologie* (Amsterdam), vol. 12, no. 4, 1977, p. 177-194.

The respondents of this study were thirty foreign students at the University of Hawaii and six host national students. The subjects identified their best friends and the five people with whom they spend most of the time. The subjects were then presented with a list of fifteen activities and identified a preferred companion for each of the situations. The data were used to test a functional model of the academic sojourn, which predicts that foreign students will belong to three social networks, in descending order of importance: (a) a co-national network whose function is to affirm and express the culture of origin; (b) a network with host nationals, whose function is the facilitation of academic and professional aspirations; and (c) a multi-national network whose main function is recreational.

109. Coelho, V.A. *Students from India in the United States: an exploratory study of some cultural and religious attitudes.* Chicago, IL, Loyola University of Chicago, 1972. 103 p. [Thesis]

The author administered a questionnaire to students living in the metropolitan Chicago area who were studying at both colleges and universities in greater Chicago. The primary purpose of the study was to explore religious and cultural attitudes of foreign students studying in the metropolitan area and to determine their adjustment problems in the United States. The conclusions were that Indian students in the United States exhibited a desire for individual freedom and autonomy, in particular in social relationship between the sexes. Religion tended to have greater value for women students than for male students and that differences in religious belief systems accounted for attitudes toward value orientation. Catholics having the most

absolute values, non-Christian students tended to be concerned about ethical and social issues. Protestants place less importance on absolute religious values. The longer the stay in the United States, the more varied and the less consistent the attitudes toward religious observance.

110. Eide, Ingrid. The impact of study abroad: a three-by-three nation study of cross-cultural contact. *Journal of peace research* (Oslo, International Peace Research Institute), vol. 2, no. 3, 1965, p. 258-275.

The article reports some results from a Unesco-sponsored study that involved students in three countries — Egypt, India and Iran — who had returned to their home countries after two years or more of study in the Federal Republic of Germany, the United Kingdom and the United States. These students were interviewed, and they reported varying degrees of adjustments to their host countries. In general the Indian students reported fewer changes than the other two student groups, apparently choosing social co-existence rather than conformity to a foreign culture. It is suggested that such factors as training in cultural pluralism, ideologies that regulate degrees of acculturation, cultural distance, the image of the home country abroad, and its rank in the international system are relevant for the students in their adjustment and degrees of acceptance of the foreign culture.

111. Gandhi, R.S. Conflict and cohesion in an Indian student community. *Human organization* (Washington, DC, Society for Applied Anthropology), vol. 29, no. 2, Summer 1970, p. 95-102.

The concern of this study is the problem of community formation among a large number of Indian students at the University of Minnesota, where they seek to keep alive the culture of their homeland. A total of 147 questionnaires were distributed to all the Indian students at the University of Minnesota in the academic year of 1965/66. About 91 per cent of the total population (of male students) were analysed. Statistics were supplemented by participant observation and interviews. The main findings were that students from India formed one of the largest contingents of foreign students at the University of Minnesota, some fourteen national languages being spoken by the students. Certain groups were formed as a result of regional differences and preferences for certain types and styles of cooking. There was not sufficient evidence to claim that caste was the centre of the social life of the Indian student community. Despite different religious practices, religion was found to unite all the Indians, setting them apart from the majority community which was mainly Christian. The most important characteristic emerging from all observations was that the regional ties based on linguistic affiliations cut across and dominated living and eating arrangements, as well as caste and religious differences.

112. Gandhi, R.S. Some contrasts in the foreign student life style. *International journal of contemporary sociology* (Raleigh, NC), vol. 9, no. 1, January 1972, p. 34-43.

This study focuses on the differences in the life-styles of 147 Indian students at the University of Minnesota in the mid-1960s. Questionnaires were designed to test the hypotheses that contrasting patterns of life-styles of the Indian students were due to their differences in orientations; the 'old style' Indian students would be oriented inwardly toward 'traditional' Indian culture while the 'new style' Indian students would be oriented outwardly toward the Western world. The results show that the attitude contrasts were statistically significant. The differences

in orientations and life-styles were further investigated on making a living, distribution of power and influence, and their social and cultural life.

113. Gerstein, Hannelore. *Ausländische Stipendiaten in der Bundesrepublik Deutschland: eine empirische Erhebung über Studiengang und Studienerfolg der DAAD-Jahrestipendiaten* [Foreign scholarships in the Federal Republic of Germany: an empirical overview of student choice and success by the Deutscher Akademischer Austauschdienst annual scholarships]. Bonn-Bad Godesberg, Deutscher Akademischer Austauschdienst, 1974. 71 p.

114. Goodman, N. *The institutionalization of foreign education and the effects of the charter: a study of Malaysian student attitudes and adjustment to overseas educational opportunity.* Stanford, CA, Stanford University, 1984. [Thesis]

115. Greenblot, Cathy. Foreign students in the United States: a study of attitudes and orientations. *Sociological focus* (Akron, OH, North Central Sociological Association), vol. 4, no. 3, Spring 1971, p. 17-35.

This is a report of a study of students from Chile, Colombia, Greece and Turkey, who were enrolled in colleges and universities in New York City. Its purpose was to discover the relationship between their attitudes toward modernization of their own countries and their attitudes toward the United States. The students were classified as 'constrictors', or conservative in their orientation toward the modernization, 'adjustors', or those who tended to accept the course of modernization as it is occurring, or 'ideologists', or those who desired changes that were different or more rapid in their home countries. Hypotheses were developed and tested concerning the differential attitudes the three types would hold toward the United States. Findings: constrictors manifest the least disparity between what they see taking place and what they would like to see, and ideologists manifest the greater disparity. The typology of orientation to modernization is both valid and useful in predicting the nature of attitudinal change that occurs when students from developing countries come to the United States. Presumably these attitude changes will also affect the adjustment of the student on his or her return to the home country.

116. Hensley, T.R.; Sell, D.K. Study abroad program: an examination of impacts on student attitudes. *Teaching political science* (Beverly Hills, CA), vol. 6, no. 4, July 1979. p. 387-411.

This is a study of the Kent State University semester programme for undergraduate students in Geneva. Students for this programme are selected through application. The students before they went to Geneva scored 46 per cent in their attitude to international understanding and after the experience it dropped by 6 per cent to 40. In terms of the student attitudes toward the United Nations, students' support before Geneva was 27 per cent and after the experience it dropped 5 percentage points to 22 per cent. As the authors indicate, 'familiarity may not breed contempt but our data suggest that these interactions with the United Nations bureaucrats do not enhance one's view of the organization'. The most significant finding was that the students self-esteem was enhanced by the experience in the Geneva programme. However, in terms of international impact on students attitude, it would 'appear then, that some of the hopes of the promoters of overseas educational programmes had not been realized and claims about the potentiality of these programmes need to be given some careful scrutiny.'

117. Ibrahim, S.E.M. *Political attitudes of an emerging elite: a case study of the Arab students in the United States.* Seattle, WA, University of Washington, 1968. [Thesis]

This is a study based upon a questionnaire distributed to approximately 400 students from Arab countries studying in the United States. The author attempted to determine the attitude of students in the following areas: nationalism; democracy; socialism; and global alignment. The underlying assumption was that the individual's attitude toward such issues form a broad and coherently organized pattern, sometimes termed 'ideology'. The findings held that 'the consistency principle' was operative in less than 65 per cent of the cases studied.

118. Jesudason, V. Indian students in the United States: socio-economic background, academic performance and plans to return home. *Indian educational review* (New Delhi, National Council of Educational Research and Training), vol. 14, no. 1, January 1979, p. 1-21, bibl.

For a large sample of Indian students in the United States in 1966, a number of factors emerge: the self-supporting students come from more affluent backgrounds; Moslems and scheduled caste students are underrepresented; but students from lower classes tend to enrol in the more prestigious colleges in the United States; and that the students from upper class backgrounds suffer less from homesickness and other problems.

119. Kağitcibaši, C. Cross-national encounters: Turkish students in the United States. *International journal of intercultural relations* (Elmsford, NY), vol. 2, no. 2, 1978, p. 141-160.

This study attempts to understand and assess changes in the attitudes, world views, aspirations, adjustments and self-concepts of young Turkish students spending a year in the United States. The study examines four topical issues in the literature, namely, the type of sojourn experience, cultural differences, attitude change through time and personality factors. The experimental group of the study consisted of all the students chosen by the American Field Service (AFS) organization from various Turkish high schools for two consecutive years. The control group was chosen from final year high-school students in the two years. Almost all the students in the study had urban middle class characteristics. It was found that there were certain attitude changes and these were attributed to the favourable nature of sojourn experience. The changes identified were mainly decreases in authoritarianism and religiosity, and increases in international understanding. The follow-up study of the returnees showed general optimism and tendency to expect much from life, greater degree of achievement motive, belief in the importance of hard work for achievement and continued international understanding.

120. Klein, M., et al. Far eastern students in a big university: subcultures within a subculture. *Science and public affairs* (Chicago, IL, Educational Foundation for Nuclear Science), vol. 27, no. 5, January 1971, p. 10-19.

121. Kumagai, F. The effects of cross-cultural education on attitudes and personality of Japanese students. *Sociology of education* (Albany, NY, American Sociological Association), vol. 50, no. 1, January 1977, p. 40-47, bibl.

This is a longitudinal study of the effects of cross-cultural education on attitudes and personality in a sample of 104 Japanese male graduate students starting before their sojourn in the United States and continuing after their return to Japan. There was a steady increase in positive

attitudes towards the United States and in interaction with people of the United States. Japanese students' attitudes toward Japan remained favourable throughout the study, and measures before and after the sojourn revealed that the experience had had no significant impact on Japanese students' personality. Neither the basic pattern of Japanese students' personality nor their esteem for their own society and culture were affected by their cross-cultural experiences in the United States. Their sojourn experience served to increase their appreciation of culture and society in the United States, but not at the expense of a lowered appreciation of their own society and culture.

122. Leitner, P.S. *The effects of demographic and international factors on the satisfaction of foreign graduate students at the University of Wisconsin-Madison.* Madison, WI, University of Wisconsin-Madison, 1982. 170 p. [Thesis]

A study of the similarities and differences in reported levels of satisfaction between graduate students from foreign countries and the United States in a university setting. The sample for the study comprised 120 East Asian graduate students, 110 South-East Asian graduate students, and 120 graduate students from the United States, randomly selected in their respective populations at the University of Wisconsin-Madison. With regard to total satisfaction and compensation for work, it was found that significant differences existed between the student groups. Significant differences were also found to exist between the two foreign student groups concerning the quality of education, social life and recognition of work.

123. Maxwell, W.E. Ethnic identity of male Chinese students in Thai universities. *Comparative education review* (Los Angeles, CA), vol. 18, no. 1, February 1974, p. 55-69.

The major thesis of this study is that a great deal of the variation among societies in the consequences of schooling is due to the interplay of school factors and societal constraints, and that an important category of these contingencies concern the opportunities in non-school institutions open to members of a given ethnic group. The study is grounded on the theories of ethnic assimilation and ethnic pluralism. The history of Chinese immigration and the maintenance of distinctive Chinese traditions in Thailand is explored. Three sets of hypotheses were proposed and were investigated mainly on the responses to the questionnaire surveys of Chinese students in three fields of study: political science, medicine, and business in Thailand. The questionnaire surveys were administered in the Thai language by Thai research assistants to the students during classroom sessions in 1966 and 1971. The ethnic classification in the report shows that 61 per cent of all students are of families engaged in private business, and that almost all the students who identified themselves as Chinese are from business families where nearly all the fathers designated by the category of 'self-employed and employers' are independent retail merchants. Seventy-four per cent of the medical students are from homes where the dominant culture is Chinese and 89 per cent reporting at least some recent Chinese ancestry. Many Chinese students show an interest in assimilation into the Thai bureaucratic elite, and would welcome marriage with a Thai.

124. Meleis, Afaf I. Arab students in western universities: social properties and dilemmas. *Journal of higher education* (Columbus, OH), vol. 53, no. 4, July/August 1982, p. 439-447.

Thousands of Arab students have in the past completed their education in the United States with many more being sent every year. This article describes some of the major properties that

characterize Arabs, and the dilemmas that Arab students, trainees, scientists and health professionals face when they come to the United States to further their education. Differences between the Arabs and the students from the United States in social behaviour and education lead to difficulties felt by the Arab students in adjusting to life and study in the United States. The article also suggests some strategies that could be devised to help them cope with that transition and enhance their potential for success: (1) an extensive ongoing orientation programme be provided; (2) the Arab student's new role be supported by direct sponsorship or the establishment of a social network; (3) a list of resources and personal contacts be provided to help free the student's energy to deal with other educational challenges.

125. Mosalai, T.B. *Perceived importance of Maslow needs by foreign graduate students in education at the University of Missouri.* Columbia, MO, University of Missouri-Columbia, 1980. 152 p. [Thesis]

This study attempted to identify and compare perceived need importance of the foreign graduate students in education at the University of Missouri-Columbia. Five independent variables: sex, nationality, degree level, level of teaching experience and years of teaching experience; and five dependent variables: security, social, esteem, autonomy and self-actualization were examined. The conclusions reached were that foreign graduate students in education did not differ with regard to the 'perceived need importance' when grouped by sex, degree level, teaching experience level and years of teaching experience; however they did differ with regard to the 'autonomy need' when the students were grouped on the basis of nationality.

126. Nalet, Y. Des Chinois à Aix-en-Provence. *Pédagogie* (Paris, Centre d'études pédagogiques), no. 5, 1974, p. 440-452.

127. Nash, D. The personal consequences of a year of study abroad. *Journal of higher education* (Columbus, OH), vol. 47, no. 2, March/April 1976, p. 191-203, bibl.

Using a design involving experimental and control groups, this study evaluates the effect of a year of study abroad on the self-realization of a group of junior-year students in France. The kind of self-realization which is proposed by the ideologues and custodians of such programmes is seen to be aimed at producing a liberal-international version of a typically modern individual. Using this model as a guide, a series of hypotheses regarding the effects on individuals of a year of overseas study were developed. The tests of these hypotheses involved the comparison of changes in the junior-year group and a group which remained at home. Some support for the hypotheses was obtained from assessments made at the end of the year abroad, but a later assessment, using less than adequate data, suggests that most of the personality changes derived from the overseas experience did not persist after return home.

128. Nilan, M.S. Development of communication expectations in occupational contexts: a comparison of U.S. and foreign graduate students. *International journal of intercultural relations* (Elmsford, NY), vol. 6, no. 3, 1982, p. 185-210.

129. Okanes, M.M.; Murray, L.W. Machiavellian and achievement orientations among foreign and American master's students of business administration. *Psychological reports* (Missoula, MT), vol. 50, no. 2, April 1982, p. 519-526.

That cultural differences exist with respect to the values, work goals and behaviour of managers and workers in various countries have been shown in a number of studies. This study examined the effect of cultural differences on two important dimensions of motivation: the motive to achieve and a manipulative form of power motivation labelled 'Machiavellianism'. The achievement and Machiavellian orientations were explored among 185 United States and foreign students enrolled in two master's programmes in business administration. Large samples from Algeria, the Islamic Republic of Iran, Philippines, Taiwan and the United States were selected for analysis. The basic assumption was that a relationship existed between the cultural background of each country and the Machiavellian and achievement motivations of its citizens.

130. Paige, R.M. Cultures in contact: on intercultural relations among American and foreign students in the U.S. university context. *In:* **Landis, D.; Brislin, R.W., eds.** *Handbook of intercultural training. Vol. III: Area studies and intercultural training.* New York, Pergamon, 1983, p. 102-132.

New cultures in contact has become a fact of contemporary university life in the United States. The purpose of this paper is to shed theoretical and empirical light on the nature of intercultural relations between foreign and United States students in the university context, especially in terms of the impact of intercultural contact on the student population in the United States. This focus represents a deliberate shift from the past emphasis of the 'sojourn literature' upon foreign students in the United States, or United States students abroad as the subject of analysis. The author presents a multi-variate conceptual model for analysing United States/foreign student relations, along with findings from recent empirical studies testing various components of the model. Conclusions are drawn regarding implications for future theory construction, empirical research and programmatic application.

131. Pyle, K.R. International cross-cultural service/learning: impact on student development. *Journal of college student personnel* (Falls Church, VA, American College Personnel Association), vol. 22, no. 6, November 1981, p. 509-514.

The question to which the research was addressed was what impact an international, cross-cultural experience would have on college students' development. A total of thirty-six students participated in the project which was undertaken at Woburn Lawn, a remote mountain village in Jamaica. It was found that cross-cultural service/learning within an international setting seems to be a valuable approach in facilitating students' development.

132. Quinn, W.A., II. *A study of selected sojourn preferences and priorities of Stanford University foreign students.* Stanford, CA, Stanford University, 1975. 506 p.

The general objectives of this study were: (1) presentation of basic information on the large population of foreign students for utilization by university policy makers; (2) examination of a series of hypotheses to determine if there were pronounced differences among different groupings of Stanford foreign students; and (3) description of certain academic, social and attitudinal values held by foreign students to ascertain the relationships, if any, between Stanford and the changing or non-changing of them. Of the 900 students who were given the questionnaires over 500 responded. The study demonstrates that background information of foreign students coupled with their academic standing and years at Stanford could be important indices for successful adjustment.

133. Reed, B.; Hutton, Jean; Bazalgette, J. *Freedom to study: requirements of overseas students in the U.K. Report of a survey carried out by the Overseas Students Trust, 1976-77. A report prepared by the Grubb Institute for the Overseas Students Trust.* London, Overseas Students Trust, 1978. 171 p.

In this study the Grubb Institute gathered evidence from overseas students on how they viewed their experience in the United Kingdom. Students in the survey were drawn from universities, polytechnics and colleges of further education in different parts of the country. The report, which analyses the students' criticisms of the provisions made available to them, points out that many of the provisions are based on the assumption that the overseas students are poor and disadvantaged. It is suggested that the students are not welfare objects and to regard them as such is an avoidance of the need to restructure some of the systems which serve the educational process. To show that the overseas student is part of the educational process, three different but overlapping systems are examined, namely: the academic system, in which the student takes up his fundamental role as a student; the selection system, in which he enters into a professional relationship between himself and his college; and the United Kingdom control system, in which he will be treated as a visitor and not an intruder or an immigrant. The report concludes that overseas students' bad experiences are more to do with the unsatisfactory nature of these systems and less to do with the students' personal problems. The report provides several recommendations to the various authorities and institutions on how they could act more responsibly toward overseas students. The key recommendation is that the academic staff in educational institutions should take greater responsibility for overseas students.

134. Richards, J.M., jr. Personality type and characteristics of nationals in international higher education exchange with the United States. *Research in higher education* (New York), vol. 2, no. 3, September 1974, p. 189-194.

The sample consisted of approximately 175 countries that sent or had the potential for sending exchange students to the United States during the 1967/68 academic year. It should be noted that China was, in fact, included in the study although no students from China were present in the United States universities at that time. Consideration was given to the characteristics of countries, such as size, wealth and political orientation, alliance with and geographic distance from the United States. It was found that the characteristics of a country have some relationship to the personality types of the students received in international exchanges and also to the students' area of academic interest. Large nations send many students to the United States. Communist nations send few students, and they tend to concentrate in only one type of field. Students from wealthy countries tend to study artistic fields.

135. Smith, R.J., et al. When is a stereotype a stereotype? (American students in West Germany). *Psychological reports* (Missoula, MT), vol. 46, no. 2, April 1980, p. 643-651.

136. Stening, B.W. Problems in cross-cultural contact: a literature review. *International journal of intercultural relations* (Elmsford, NY), vol. 3, no. 3, 1979, p. 269-314.

An examination is undertaken of literature bearing on misunderstanding between persons engaged in cross-cultural relationships. The dimensions of the problem are outlined using the following sub-headings: subjective culture and social construction of reality; intercultural communication; stereotyping; ethnocentrism and prejudice; time factor; cultural distance; personality; and contact and attitudes. Further, a description is made of various approaches

which have been adopted in investigating the problems of cross-cultural contact in international organizations. A critical analysis reveals that the most significant gaps in current knowledge of the problems are at the interpersonal level. Suggestions are made as to what research questions demand urgent attention.

137. Williams, P. Look west? Asian attitudes to study abroad and Britain's response. *Asian affairs* (London, Royal Society for Asian Affairs), vol. 14, no. 1, February 1983, p. 15-26.

The essay reviews the current policy of the British Government since 1980 which has caused an increase in student fees and thereby a steadily diminishing number of foreign students studying in the United Kingdom. The problem faced by the declining number of students, particularly students from Asia and the United Kingdom, and the need for the British educational institutions to continue to recruit students from other countries, particularly the Third World, are discussed. The rationale for this recruitment of foreign students is based on the following areas of concern: first, it is in the interest of the British national policy to recruit students; secondly, foreign students are a vehicle to maintain international communication links; thirdly, the foreign students studying in the United Kingdom are a political asset both in the short term and the long term, and may serve as a system of rewarding countries for maintaining good relations with the United Kingdom; fourth, there is a trade and economic benefit potential from exposing foreign students to the British society; and lastly, foreign students comprise a dimension of continued overseas political and economic assistance as part of the responsibility of the United Kingdom to the Commonwealth. The report recommends that budget funds of approximately 10 per cent be set aside for students to be recruited directly by British universities. Basically, the article contends that it is in the long-term interest of the United Kingdom to recruit qualified foreign students particularly from the Third World to study in the United Kingdom.

The 'brain drain' and non-return issues

138. Adams, W., ed. *The brain drain.* New York, Macmillan; London, Collier-Macmillan, 1968. 273 p.

This volume reflects the results of an international conference on the brain drain that took place in Lausanne, Switzerland. Issues such as the early history of the migration of talent, the issue of education and migration, economic forces, and other factors are mentioned. It was generally agreed that the issues are quite complex and not subject to easy solution.

139. Chorofas, D.N. *The knowledge revolution: an analysis of the international brain market.* New York, McGraw-Hill, 1976.

140. Glaser, W.A. *The brain drain: emigration and return.* Elmsford, NY, Pergamon, 1978. 324 p., bibl.

The results of a major study on the migration and return of people from developing countries who study in the developed nations. Questionnaires from a sample of 1,500 students from

developing countries studying in the industrialized nations, and from 400 professionals from developing nations who returned home, were analysed. The following is a summary of findings: commitment to the home country is very strong; many respondents plan to remain in the industrialized nations for a year or so of practical training after graduation but plan to return home eventually; respondents feel that the brain drain need not be irreversible and that individuals seem to show complex patterns of mobility later in life; there are variations among home countries, among subject specialities and among other variables with regard to the brain drain; the most common factors which 'pull' a respondent home are family and home factors; poor working conditions at home may act as a 'push' to keep the respondent from returning home; the stronger the ties at home, the stronger the motivation to return. The basic conclusion of this volume is that the brain drain issue is very much more complex than usually assumed.

141. Grubel, H.G. The international flow of human capital, theoretical analysis of issues surrounding foreign students electing not to return to their native countries. *American economic review* (Menasha, WI), vol. 56, no. 2, May 1966, p. 268-274.

This article deals with the theoretical bases of the flow of international human capital as represented by highly skilled immigrants to the United States and also of those foreign students studying in the United States who elect not to return home. The article refutes the concept of neo-colonialism by making the following assertions: (1) immigrants raise significantly the income of their families; (2) immigrants can influence policies in the country of 'their new residence' towards their native country; (3) immigrants maintain a continuing interest in their country of birth which may bring about change in those countries; and (4) pure scientists and 'engineers in foreign countries' can, through their knowledge of scientific development, improve the lives of their former countrymen. The authors conclude that such concern with the effects on economic and military power is anachronistic and that a concern with the individual welfare of the population ought to take its place.

142. Grubel, H.G.; Scott, A. *The brain drain: determinants, measurement and welfare effects.* Waterloo, Canada, Wilfrid Laurier University Press, 1977. 165 p., bibl.

The focus of this volume is on the economic and other determinants of the brain drain from Third World nations to the United States and to some extent to other industrialized nations. Chapters on the immigration patterns of scientists to the United States, the difficulties of measuring the brain drain, the theory of migration and human capital, determinants of migration, etc., are presented.

143. Hekwati, M. Non-returning foreign students: why do they not return home? *Die dritte Welt* (Meisenheim, Federal Republic of Germany), vol. 2, no. 1, 1973, p. 25-43.

The rate of non-returning foreign students in the United States is increasing, causing much concern in developing countries. The study is aimed at ascertaining selected socio-psychological factors — family ties, social position, favourable attitudes toward people in the United States — differentiating the foreign students who intend to return upon completion of their studies from those who do not. Six hypotheses were offered for investigation and data were collected, by questionnaire, in 1969 from 210 students from five countries who were registered

at Columbia and New York universities. Among the major findings were: (1) 50 per cent of the respondents were majoring in engineering and business, and there was no significant difference between the returning and non-returning students as related to fields of study; (2) nearly 50 per cent of them intended to remain in the United States; (3) the longer the student stays, the more likely he is to remain. The homogeneity of the results for the five different nationalities, considered independently, adds to the validity of the theoretical and methodological considerations.

144. Myers, R.G. *Education and emigration: study abroad and the migration of human resources.* New York, McKay, 1972. 423 p.

145. Oh, T.K. *The Asian brain drain: a factual and causal analysis.* San Francisco, CA, R & E Research Associates, 1977. 97 p.

146. Rao, G.L. *Brain drain and foreign students: a study of the attitudes and intentions of foreign students in Australia, the U.S.A., Canada and France.* New York, St. Martins, 1979. 233 p.

Counselling services and health problems

147. Babiker, I.E.; Cox, J.L.; Miller, P.M. The measurement of cultural distance and its relationship to medical consultations, symptomatology and examination performance of overseas students at Edinburgh University. *Social psychiatry/psychiatrie sociale* (New York), vol. 15, no. 3, 1980, p. 109-116.

148. Baron, M., ed. *Advising, counseling and helping the foreign student.* Washington, DC, National Association for Foreign Student Affairs, 1975.

149. Coelho-Oudegeest, M. *Cross-cultural counseling: a study of some variables in the counseling of foreign students.* Madison, WI, University of Wisconsin, 1971. 280 p.

A series of tests were administered to foreign students to determine their receptivity to counselling in the United States counselling office. It was found that the age, sex, training and experience of the counsellor are significantly related to successful counselling of foreign students. In particular, it was determined that young, female counsellors holding a master's degree are the most effective counsellors.

150. Dillard, J.M.; Chisolm, Grace B. Counseling the international student in a multicultural context. *Journal of college student personnel* (Falls Church, VA, American College Personnel Association), vol. 24, no. 2, March 1983, p. 101-105.

151. Eng-Kung, Y., et al. Psychiatric implications of cross-cultural education: Chinese students in the United States. *In:* **Bochner, S., ed.** *The mediating person: bridges between cultures.* Cambridge, MA, Schenkman, 1981, p. 136-168.

152. Furnham, A.; Trezise, L. The mental health of foreign students. *Social science and medicine* (Elmsford, NY), vol. 17, no. 6, 1983, p. 365-370.

153. Geuer, W.; Breitenbach, D.; Dadder, R. *Psychische Probleme ausländischer Studenten in der Bundesrepublik Deutschland* [Psychological problems of foreign students in the Federal Republic of Germany]. Bonn, Deutscher Akademischer Austauschdienst, 1983.

154. Hicks, J.E. The guidance of foreign students at Japanese universities: a look at the organizations and persons responsible. *Daigaku ronsho* (Hiroshima, Japan), no. 13, 1984, p. 203-223.

This article considers the situation of foreign students in Japan in the light of efforts to increase the number of foreign students studying in Japanese universities. Its conclusions are: (1) more experience and expertise concerning foreign students is required by Japanese educators and administrators; (2) clear definition of responsibility for foreign students is needed; (3) there should be better co-ordination among institutions dealing with foreign students; (4) placement should also be improved; (5) more research on foreign students is needed.

155. Higginbotham, H.N. Cultural issues in providing psychological services to foreign students in the United States. *International journal of intercultural relations* (Elmsford, NY), vol. 3, no. 1, Spring 1979, p. 49-85.

With the unprecedented influx of foreign students into colleges in the United States, serious attention must be given to providing psychological services congruent with the needs of these sojourners. In this review, key issues and dilemmas facing personnel as they attempt to set up helping services are delineated. Considered first are the patterns of foreign student adjustment, including typical stresses, the role of co-national groups in mediating stress, and patterns of clinic use. Second, ethical implications of cross-cultural counselling are discussed, and include the problem of therapy as a process that imparts values, counsellor competency and the value of transporting a therapy across cultures. The third section considers the dilemma as to which treatment goals should be followed. Next, the thorny problem of low success rates in therapy is re-examined from a social psychological perspective. The last section aims towards a resolution of these issues through a proposed model for psychological services that incorporates four domains of culture assessment. Lastly, several criteria are offered as ethical guidelines for the provision of psychological services.

156. Horner, D., et al. Cross-cultural counseling. *In:* **Althen, G., ed.** *Learning across cultures: intercultural and international education exchange.* Washington, DC, National Association for Foreign Student Affairs, 1981, p. 30-50.

157. Klineberg, O. Stressful experiences of foreign students at various stages of sojourn: counseling and policy implications. *In:* **Coelho, G.; Ahmed, P., eds.** *Uprooting and development: dilemmas of coping with modernization.* New York, Plenum, 1980, p. 271-293.

An important aspect of modernization is the planned movement of students across cultures for advanced training abroad. The author of this paper examines the phases of the adaptation process from the initial selection procedures in the home country, to the student's decisions in planning his/her sojourn abroad, through the decisions that lead to permanent residence in the host country, or to the more common case of return to, and employment in, the home country.

Drawing upon a general review of research on foreign students in France and in other countries, the author focuses on the potential stressful issues at various stages of the sojourn abroad and considers means for mitigating them. He finds that foreign student selection procedures to screen candidates to study abroad are designed to find their level of competency in technical skills or academic work, but pay little attention to personality characteristics and degree of maturity. He recommends increased attention to preparatory activities such as language training, provision of information about the institution to be attended, and an introduction to the cultural norms and customary social behaviour in the host country. He also emphasizes that foreign student advisors should pay attention to areas in which a student is likely to experience a blow to his/her self-esteem. At the same time, Klineberg reiterates that the resident population must also be sensitized to the presence of the 'uprooted' students, and must learn to appreciate some of the cultural and social resources that the foreign students bring to the community.

158. National Association for Foreign Student Affairs. *Guidelines: academic and personal advising.* Washington, DC, 1975.

159. Pedersen, P.P., et al. *Counseling across cultures.* Honolulu, HA, University of Hawaii Press, 1976. 370 p.

The focus of this volume is on guidance for counselling across cultures, not only for foreign students but for other racial and ethnic minorities, mainly in the context of the United States. The chapters deal with such topics as racial and ethnic barriers in counselling, cultural sensitivities in counselling, self-awareness issues and related matters. The book has considerable relevance to the counselling of foreign students.

160. Walker, J. Rationale for international students. *College and university* (Menasha, WI), vol. 45, no. 4, Summer 1970, p. 405-414.

Four contributors discuss the topic: 'an integrated campus and community programme for foreign students'. One contributor outlines some aspects of foreign students' difficulties encountered on campuses in the United States and suggests that: detailed information be provided to foreign students before they leave for the United States; help be given in familiarizing them with the customs and activities on the campus; and an international students' club be established. Another contributor argues that a more human role should be injected into the admissions procedure. The other two contributors discuss respectively the role of the foreign student advisor as the link between foreign students and all offices on the campus, and the specific ways to 'treat foreign students well after they get here'.

161. Zwingmann, C.A.A.; Gunn, A.D.G. *Uprooting and health: psychosocial problems of students from abroad.* Geneva, Division of Mental Health, World Health Organization, 1983. 89 p. (MNH/83.8)

Curricula and study programmes

162. Fitterling, Dorothea. Curricula for foreigners? *Western European education* (White Plains, NY), vol. 13, no. 3, Fall 1981, p. 38-48.

This article is essentially a critique, by the Technical University of Berlin, in terms of the role of foreign students in universities in the Federal Republic of Germany. It outlines in quite extensive detail the number of foreign students in universities in the Federal Republic of Germany primarily coming from Turkey, Indonesia and the Islamic Republic of Iran; reviews the structure of the university vis-a-vis foreign students and their equal status in terms of free tuition. The author calls for a new curriculum programme that would clarify for foreign students their relationship to their country of origin. Since foreign students often spend ten years abroad, in the long-term it is important to encourage the countries of origin to develop their own capacity to offer educational opportunities.

163. Myer, R.B.; Taylor, Mary Louise, eds. *Curriculum: U.S. capacities, developing countries' needs.* New York, Institute of International Education, 1979. 244 p.

The report of a conference concerning the possibilities of shaping the curriculum in higher education in the United States to make it more relevant to the needs of students from the Third World. United States educators recognize that in many cases the curriculum is unsuitable, and propose a variety of solutions, realizing that any solutions proposed will be difficult to implement.

Disciplinary studies

164. American Association for the Advancement of Science. *Graduate students from developing countries in U.S. science departments.* Washington, DC, 1983. 20 p.

A discussion of the impact of the United States on foreign students following science disciplines. This publication discusses how scientific approaches and attitudes differ and orientations vary concerning scientific training. This publication is particularly useful for science faculty members who deal on a regular basis with foreign students.

165. Carnovsky, L. The foreign student in the American library school. *Library quarterly* (Chicago, IL), vol. 43, no. 2, April 1973, p. 103-125; vol. 43, no. 3, July 1973, p. 199-214.

166. Chen, R.M. Education and training of Asian foreign medical graduates in the United States. *American journal of psychiatry* (Washington, DC, American Psychiatric Association), vol. 135, no. 4, 1978, p. 451-453.

Asian physicians were found to represent a growing minority among foreign medical graduates practising psychiatry in the United States. They were perceived as less competent than United States medical graduates with regard to specific skills, but their employment was preferred to that of mental health staff who had not received graduate training. It was felt that their loss would seriously handicap medical services. It was suggested that training programmes should

stress acculturation to United States society and that these doctors be required to undergo additional training in the United States.

167. Dunnett, S.C. *Management skills training for foreign engineering students: an assessment of need and availability.* Washington, DC, National Association for Foreign Student Affairs, 1982. 60 p. [ERIC microfiche ED 220 013]

This report presents the results of a national questionnaire administered to foreign student advisors and deans of engineering during the spring of 1982. The purpose of the two surveys was to assess the impact on foreign students studying engineering in the United States, particularly the extent of management skills given to these students. The final results of the survey indicate that too few foreign students receive sufficient management skills training as part of their educational programme. The study includes a review of the literature and a bibliography.

168. Maloney, J.O. Broader training for foreign engineering students. *Technos*, vol. 5, July-September 1976, p. 41-51.

The author postulates that due to the fact that many engineering graduates returning to rapidly developing countries are frequently placed in high positions, it is essential that they are better provided with a broader perspective on project development and analytical abilities. In this context, the author describes a course that has been taught to several groups of chemical engineering students at the University of Kansas and lists the resources of some materials which had been used. The basic assignment of the course was to prepare a proposal for an income-generating investment in a developing country, concerned with fertilizers, metals, petrochemicals or sugar. The article also presents a diagram of the course and an outline of the learning materials needed in class activity. The article concludes with some observations concerning the type of project to be selected and ways of developing most effective and interesting learning materials.

169. Moravcsik, M.J. Foreign students in the natural sciences: a growing challenge. *International educational and cultural exchange* (Washington, DC, Advisory Commission on International Educational and Cultural Affairs), vol. 9, no. 1, Summer 1973, p. 45-57.

In this article, a science professor suggests specific remedies for some of the difficulties faced by foreign students — particularly those from developing countries — who seek an education in the United States to prepare themselves for careers as scientists back home. The discussion was structured in terms of a chronological survey of the students' education — information gap, application fee, evaluation, transportation cost, advisors, discipline choice, development of problem-solving skills, and the return to the home country. The author suggests ways for the foreign students to overcome fear of isolation, and proposes arrangements to broaden bilateral exchanges between science departments in the United States and in developing countries.

170. Owen, W. *Higher education in economics: the international dimensions.* Boulder, CO, Economics Institute, 1981.

Economic aspects of foreign study

171. Barber, E.G., ed. *Foreign student flows: their significance for American higher education.* New York, Institute of International Education, 1985. 129 p.

This important volume features several studies of the flow of foreign students mainly related to the United States. One paper focuses on student flows internationally and their relevance to the United States. Another deals both with the issues of flows and with the complex issue of student costs for foreign study. The studies found that the concentration of foreign students from a few countries (such as Taiwan) in the United States made the situation vulnerable to policy changes in these countries. It was also pointed out that the same fields which are in high demand by domestic students in the United States are demanded by foreign students, thus creating some competition for places.

172. Chishti, S. Economic costs and benefits of educating foreign students in the United States. *Research in higher education* (Albany, NY), vol. 21, no. 4, 1984, p. 397-414.

In recent years some western European countries have adopted restrictive policies to regulate the flow of foreign students. There is no such policy in the United States. If the current trends continue, the population of foreign students in the United States may reach 1 million or so by 1990. In view of their large and rapidly expanding number, it is of some interest to study the economics of their education. An attempt is made here to estimate the economic costs and benefits to the United States of educating foreign students.

173. Heffich, W. *Foreign student costs: a report on the costs of educating foreign students at Canadian universities.* Ottawa, Canadian Bureau for International Education, 1977.

174. Hossain, N. *The economics of U.S. higher education for foreign students.* Blacksburg, VA, Virginia Polytechnic Institute and State University, 1981. 160 p. [Thesis]

This is an application of the human capital theory model to decision making by foreign students seeking to study in the United States. The assumption was that foreign students will study in the United States because: (1) studying in the United States is of greater value 'than studying in their country of origin'; and (2) there are non-monetary benefits arising from studying in the United States. The author concludes that students' rate of return from the United States education are high in terms of money. The non-monetary costs associated with education in the United States varies according to the country of origin or region. Factors that affect the students' stay in the United States include country of origin, political stability and job opportunities within the country of origin as well as family ties. These variables will determine the length of study in the United States and whether the graduate will stay in the country.

175. Hossain, N. Why so many foreign students in graduate school? A cost benefit analysis. *Journal of the Association of International Education Administrators*, vol. 3, no. 2, May 1983, p. 23-30.

176. Johnson, A.W. Costs of international education: who pays? *International educational and cultural exchange* (Washington, DC, United States Advisory Commission on International Educational and Cultural Exchange), vol. 6, no. 2, spring 1971, p. 32-43.

The case study primarily focuses on the role of California, in its treatment of foreign students in the 1970s. If it is becoming increasingly difficult and costly to provide higher education for growing numbers of national students, what then are the prospects for foreign students in the United States? The paper discusses two aspects of this problem which have recently come to the fore in California: the effects of rising tuition for foreign students; and the question of who will bear the cost of foreign student programmes — the students themselves, the state government, the federal government, or some combination of all three.

177. Myers, R.G. External financing of foreign study: the case of the Ford Foundation in Peru. *In:* **Barber, E.; Altbach, P.; Myers, R.G., eds.** *Bridges to knowledge: foreign students in comparative perspective.* Chicago, IL, University of Chicago Press, 1984, p. 147-163.

178. Rives, J.M. *The international market for higher education: an economic analysis with special reference to the United States.* Durham, NC, Duke University, 1971. 239 p. [Thesis]

This study is concerned with the way in which the operation of an international market for higher education contributes to international flows of human capital. The aim of the study is to develop and analyse, theoretically and empirically, the international market for higher education. Particular emphasis is placed on trade in United States education and on the movement of human capital into the United States. The conclusion of the study is that the interaction of international markets for higher education and for human capital services suggests that human resources are not well distributed.

179. Sims, A. *The costs and benefits of foreign students in Canada: a methodology.* Ottawa, Canadian Bureau for International Education, 1981. 46 p., bibl. [Also published in French]

A detailed discussion of the methodology of measuring the costs and benefits of foreign students in Canada. Issues of measuring opportunity costs, the direct and indirect costs of education, the returns of scale, marginal and average costs and other factors, are discussed. Both the quantifiable and non-quantifiable costs of foreign students are considered. The difficulties of putting a clear 'price tag' on the education of foreign students is stressed.

Foreign student advisors and personnel

180. Althen, G. *The handbook of foreign student advising.* Yarmouth, ME, Intercultural Press, 1983. 208 p.

Intended to be a practical guide for foreign student advisors in the United States, this volume deals with the various aspects of the job of foreign student advisor. The author discusses such issues as immigration policies, attitudes and ideas about international education, the necessary personal attributes, the nature of intercultural meetings and contacts, etc. Documents relating to foreign student advising are reprinted in the volume.

181. Caquelin, H.J. Education for an emerging profession: foreign student advisor? *International educational and cultural exchange* (Washington, DC, Advisory Commission on International Educational and Cultural Exchange), vol. 5, no. 3, Winter 1970, p. 44-65.

How can one prepare for the profession of foreign student advisor? What educational background or specialization is most useful? What kinds of experience are most valuable? The author offers his ideas of what a foreign student advisor (FSA) can do to close the 'knowledge gap' and enhance his professional competence. The paper discusses the nature of the FSA's work, types of knowledge needed, professional standards and norms, state of the profession (the academic preparation of FSA's and their distribution of years of experience). Among the most important single qualifications that the respondents selected were: experience as an FSA; experience in a foreign country; type of education (liberal vs. technical); experience in college/student personnel administration; experience in administrative/executive positions; level of education.

182. Ibanga, J. *A comparative analysis of the status and role of foreign student advisors and services provided to foreign students in the public and private institutions of higher learning in the United States of America.* Lincoln, NB, University of Nebraska at Lincoln, 1975. 188 p. [Thesis]

The role of foreign student advisors and the services foreign students receive in public and private institutions of higher learning are compared and analysed in this study. Survey questionnaires were mailed to 200 foreign student advisors in both public and private institutions of higher learning throughout the United States. On the survey study itself, the major findings were that the formal title of foreign student advisor (FSA) was held by over 65 per cent of those designated for foreign student advising. The highest percentage of FSA's in public institutions had been trained in professional educational fields; and the highest number in private institutions majored in psychology and/or counselling. Wide publicity given to the institutions abroad contributed to the overall increase in foreign student enrolment. FSAs whose major characteristics were personal interest and interest in and respect for all kinds of people generally maintained that foreign students contributed 'much' to the overall objectives of the institutions. Some services provided by foreign student advisors included: counselling foreign students; providing information on immigration and naturalization services; admission and registration of foreign students; and engaging in follow-up studies of foreign students after they had returned home.

183. Viola, Joy W. Exchange international: 10. Campus international offices. *In:* **Knowles, A.S., ed.** *The international encyclopedia of higher education.* San Francisco, CA, Jossey-Bass, vol. 4, p. 1588-1598, bibl.

Impact of study abroad

184. Elmary, Andrée. *Les échanges scolaires: leur rôle dans l'éducation.* Paris, Fédération internationale des organisations de correspondances et d'échanges scolaires, 1981.

185. Flack, M.J. Results and effects of study abroad. *Annals of the American Academy of Political and Social Science* (Philadelphia, PA), vol. 424, March 1976, p. 107-118.

186. Goetzl, S.; Strutter, J.D., eds. *Foreign alumni: overseas links for U.S. institutions.* Washington, DC, National Association for Foreign Student Affairs, 1980.

A questionnaire was administered to seventy institutions who have, since 1921, received foreign students. The data indicate the tremendous rate of growth in the number of foreign students in the United States: 1921, 6,000 foreign students; 1960, approximately 65,000; and in the early 1980s, over 264,000. This represents over 50,000 new foreign alumni completing their study each year and approximately 35,000 who return home to their nations.

187. Gollin, A.E. Foreign study and modernization: the transfer of technology through education. *International social science journal* (Paris, Unesco), vol. 19, no. 3, 1967, p. 359-377, bibl. [Also published in French]

188. Goodwin, C.; Nacht, M. *Fondness and frustration: the impact of American higher education on foreign students with special reference to the case of Brazil.* New York, Institute of International Education, 1984.

A study of Brazilian students who returned home concerning their attitudes toward their educational experiences in the United States and the impact, from curricular and other viewpoints, of their experience of studying abroad.

189. Hodgkin, M.C. The communication of innovations: the influence of the foreign trained returnee on socio-cultural change in developing countries. *Southeast Asian journal of sociology* (Singapore, University of Singapore Sociology Society), vol. 4, 1971, p. 53-71.

190. Hull, F. Five years later: those American undergraduates from off-campus and overseas programs, 1974-1975. *SRHE International newsletter* (Guildford, United Kingdom, Society for Research into Higher Education), no. 16, November 1980, p. 4-10.

191. Hull, W.F.; Lemke, W.H., jr. The assessment of off-campus higher education. *International review of education/Revue international de pédagogie* (The Hague), vol. 21, no. 2, 1975, p. 195-206.

After acknowledging the general ignorance concerning the changes which occur in undergraduates from the United States who study off-campus, either domestically or internationally, the authors describe various studies which have attempted to assess off-campus educational experiences.

192. Schmidt, S.C.; Scott, J.T., jr. Advanced training for foreign students: the regional approach. *Journal of developing areas* (Macomb, IL), vol. 6, no. 1, 1971, p. 39-50.

The authors discuss in broad outline the five major concerns in the early 1970s of the impact of training Third World students in developed countries. They list the concerns in the following areas: the inappropriateness of training needs for the home countries; the long and costly training periods; paternal attitudes of host institutions; dissertation research topics often based on the host country's problems; brain-drain. After extensive discussion of the above concerns, the authors focus on the need to establish regional training institutions and recommend that these institutions have a relationship to the United Nations. They specifically recommend regional institutions in the following areas: Northeast Asia, Southeast Asia, Central America, South America, West Africa, East Africa, North Africa and the Middle East. These would effectively alleviate some of the difficulties faced by foreign students coming to the United

States and also more realistically address educational needs in an interdisciplinary fashion relevant to Third World countries. They specifically feel that these regional institutes, once established, should not be supported for more than ten or fifteen years by the United Nations or other agencies, and they suggest that foundations should endow chairs.

193. Useem, J.; Useem, Ruth. American educated Indians and Americans in India: a comparison of two modernizing roles. *Journal of social issues* (Ann Arbor, MI, Society for the Psychological Study of Social Issues), vol. 24, no. 4, October 1968, p. 143-158.

This study is based on the socialization factors affecting United States citizens living in India and Indians who study in the United States. The authors review changes in the number of Indians studying in the United States — the recipient of the major influx of foreign nationals, particularly Indians — and the role of United States citizens studying or teaching in India. They find an interchange trend involving fewer missionaries and more businessmen and governmental employees, with a quickening of the pace and expansion in magnitude of interchange of persons between the two countries. They also find a shared outlook among the two groups and a moderate amount of interaction between them.

Institutional policy

194. Barber, Elinor G. *A survey of policy changes: foreign students in public institutions of higher education.* New York, Institute of International Education, 1983.

In 1981, the IIE queried all two-year and four-year public institutions concerning their policies toward foreign students, with an emphasis on finding out if changes in policy had taken place. In 1983, a second study of these institutions was undertaken. Emphasis in the analysis was placed on those institutions with the largest numbers of foreign students. About 61 per cent of the institutions surveyed responded to the questionnaire. Overall, the following results were reported: (a) foreign students will find somewhat decreased services provided for them; (b) changes with regard to financial assistance and qualifications for admission are more likely to be adverse than favourable; (c) changes in policy introduced by the institutions with the largest numbers of foreign students depart from the norm, but the direction of their impact is not consistently positive or negative; (d) among the states with the largest concentrations of foreign students, only New York stands out as having made it more difficult for them to come; and (e) the institutions where the foreign student population is growing at a relatively rapid rate appear to be inclined to encourage this growth and are clearly not taking any action to restrict it.

195. College Entrance Examination Board. *The foreign undergraduate student: institutional priorities for action.* New York, 1975. 118 p. [ERIC microfiche ED 109 965]

196. Institute of International Education. *Survey of U.S. public institutional policies regarding foreign students.* New York, 1981.

197. Minogue, W.J.D. Distributive justice and foreign university students: a New Zealand view. *Canadian and international education/Education canadienne et internationale* (Toronto, Ont., Canada), vol. 1, no. 2, December 1972, p. 35-43.

The author of this article discusses the conflict between administrative, political and academic policies that exist when dealing with foreign students in New Zealand. Since the number of foreign students in New Zealand is growing rapidly, the country is developing policies to deal with them. The author discusses this in political and ethical terms. The differentiation of foreign students according to whether they are government aided or privately funded leads the author to raise such question as: Why do certain rules apply to goverment-aided students and not to the privately funded ones? Why should universities even admit foreign students? What are the grounds for giving government-aided foreign students special treatment? The author attempts to show how the political decisions of the New Zealand Government conflict with ethical principles.

198. National Liaison Committee on Foreign Student Admissions, United States. *The foreign undergraduate student: institutional priorities for action.* Princeton, NJ, College Entrance Examination Board, 1975. 109 p.

This book deals with the impact that undergraduate foreign students and United States post-secondary education have on each other. A summary of recommendations formulated during this colloquium is presented. They include: provision of adequate information about higher education institutions in the United States which should be carried out by reliable professional counselling centres overseas; due regard for the students' qualifications and the appropriateness of their courses; establishment of clearinghouses in the United States to ease the application process and make appropriate choices; study of how to broaden undergraduate curricula that include an international dimension; efforts to be made to lobby for legislation advantageous to foreign students, e.g. relaxing restrictions on summer employment; recommendation that each institution with a substantial number of foreign students form a task force to examine its international higher education programmes; encouragement of contact between students and participation in their professional development after they have returned to their countries; and strengthening of ties among existing foreign student associations which could eventually make possible the creation of an international association of foreign student organizations.

Language issues

199. Barrett, R.P., ed. *The administration of intensive English language programs.* Washington, DC, National Association for Foreign Student Affairs, 1982. 109 p. [ERIC microfiche ED 224 293]

200. Bazilevič, L.I. *Russkij jazyk studentov-inostrančev* [Russian language teaching and foreign students]. Moskva, Vysšaya škola, 1972.

201. Dunnett, S.C. *The effects of an English language training program and orientation on foreign students at the State University of New York at Buffalo.* Buffalo, NY, State University of New York at Buffalo, 1977. 215 p. [Thesis]

This study investigated the effects of an English-language training and orientation programme on foreign student adaptation by examining: (a) one group which had completed a six-week intensive English language training and orientation programme (ELTO) and then entered a degree programme; (b) a group which had not experienced an ELTO programme but entered

degree programmes immediately upon arrival in the United States. Principal hypothesis: foreign students who have participated in a six-week ELTO programme will have fewer difficulties in adaptation in their first academic semester than those students who come directly to the university without benefit of an ELTO programme. The two groups of students studied were from four geographic areas: Latin America, Africa, Middle East and Asia. Results: the adaptation of foreign students at Buffalo is eased by participation in an ELTO programme; the ELTO programme has the least effect on emotional adjustment; the ELTO programme has a significant effect on socialization; there are differences in adaptation between geographic groups — in particular between Latin Americans and Middle Easterners compared to Africans and Asians.

202. Garrett, L.N. *The foreign student in American higher education: a study of the policies and practices of selected host institutions as they relate to English language proficiency and academic advisement.* Nashville, TN, George Peabody College for Teachers, 1979. 156 p. [Thesis]

This study investigated the stated policies and actual practices of selected host institutions in the United States with regard to certain foreign student matters. Answers were sought to such questions as: why there were foreign students in higher education institutions in the United States; why there were foreign student academic policies; whether selected host institutions set standards of student proficiency in English as a second language (ESL); and whether they had academic advisement services. The major findings showed that there were certain 'target' areas in which most colleges and universities surveyed did provide foreign student policies and practices. While, for example, ESL proficiency was a requirement for foreign student admission, some evident 'gaps' were noticed in the policy provisions on academic advisement. It is recommended that institutions engaged in international education should reassess the rationales for recruiting foreign students and the policies and practices which actualize those rationales through daily decision making.

203. Kaplan, R.B. English as a second language: a guide to sources. *In:* **Barber, E.; Altbach, P.G.; Myers, R.G., eds.** *Bridges to knowledge: foreign students in comparative perspective.* Chicago, IL, University of Chicago Press, 1984, p. 247-258.

This chapter features an introduction to the field of English as a second language (ESL) and a guide to major resources in the field. A select but informative bibliography is also included. The author links ESL to language teaching and to linguistic theory and development.

204. Powers, D.E. *The relationship between scores on the Graduate Management Admission Test and the Test of English as a Foreign Language.* Princeton, NJ, Educational Testing Service, 1980. 90 p. [ERIC microfiche ED 218 329]

205. Smith, A. International communication through study abroad: some priorities and pitfalls for future research. *European journal of education* (Oxford, United Kingdom), vol. 18, no. 2, 1983, p. 139-150.

Despite the advent of computer-assisted language learning and other advanced technologies supplementing more traditional media and helping to broaden and widen the opportunities available for acquiring language proficiency, there is a widely-held view that nothing can replace actual first-hand acquaintance with a foreign country when it comes to acquiring

'foreign academic experience'. This article concentrates mainly on the identification of some reasons for and lines of research inquiry into academic mobility, specifically on matters dealing with student study abroad and research into faculty exchange whether for research or teaching purposes. In arguing for the desirability of solid research on study abroad, the article outlines a possible framework for carrying out such research. The author believes that the type of research outlined would not only make a substantial contribution to elucidating the principles concerned, but also give rise to findings which could have enormous impact on policy making in international higher education.

Overseas study and socio-economic development

206. Eisemon, T. The effects of U.S. training: a study of American-educated Indian engineering faculty. *International review of education/Revue internationale de pédagogie* (The Hague), vol. 20, no. 1, 1974, p. 36-52.

Foreign study is presumed to change participating scholars in ways that would not have occurred had they remained at home. It is hoped that returnees will show greater professional commitment than their counterparts who have not been abroad, be more productive scholars, and will identify more closely with the international professional community. This study is based on a survey of engineering teachers conducted in India during 1971/72. Two groups of teachers were sampled: (1) faculty members in Indian institutions who were sent to the United States; (2) members of the Institution of Engineers in India. The results show that few differences existed between the two groups, and returnees were *not* more productive researchers, more professionally involved or more cosmopolitan than their locally-trained counterparts.

207. Gollin, A.E. *Education for national development: effects of U.S. technical training programs.* New York, Praeger, 1979.

208. Gollin, A.E. Foreign study and modernization: the transfer of technology through education. *International social science journal* (Paris, Unesco), vol. 19, no. 3, 1967, p. 359-377.

When it comes to transferring knowledge and technology, foreign study is considered one of the most important means. The study deals with the transfer of knowledge and technology by recipients of United States technical training from twenty-nine countries. The survey revealed that administrative problems had few results of any consequence; 'social adjustment' was found to be an inconsequential problem area for participants and there was little or no relationship between the few available measures of social adjustment in the surveys and participants' evaluations of the worth or occupational outcomes of their training. In general, underlying institutional arrangements emerge as significant influences upon the outcomes of this method of inducing technological change.

209. Hawkins, J.M. Educational exchanges and the transformation of higher education in the People's Republic of China. *In:* **Barber, E.G.; Altbach, P.G.; Myers, R.G., eds.** *Bridges to knowledge: foreign students in comparative perspective.* Chicago, IL, University of Chicago Press, 1984, p. 19-31.

A study of scholars from China who had studied in the United States in the past decade and who returned home. These scholars expressed great interest in the nature of higher education in the United States and in the possibility of implementing reforms in Chinese higher education. They expressed interest in faculty relations, research, curriculum and teaching among other things.

210. Jenkins, H.M., ed. *The role of the foreign student in the process of development.* Washington, DC, National Association for Foreign Student Affairs, 1983.

211. Maliyamkono, T.L.; Ishumi, A.G.M.; Wells, S.J. *Higher education and development in Eastern Africa: a report on the Eastern African Universities Research Project on the Impact of Overseas Training and Development.* London, Heinemann Educational, 1982. 324 p.

Policies of industrialized nations

212. Australia. Committee of Review of Private Overseas Student Policy. *Mutual advantage: report of the Committee of Review of Private Overseas Student Policy.* Canberra, Australian Government Publishing Service, 1984. 406 p.

Privately sponsored overseas students in Australia now number about 20,000 out of a total of 24,000 overseas students in the country. They constitute a special category of students, and this report addresses their problems. The report deals with issues such as English language proficiency, the cost of private overseas students and who should pay for educational expenditures, student support services and the administration of overseas student programmes.

213. Bristow, R.; Thornton, J.E.C. *Overseas students and government policy, 1962-1979.* London, Overseas Students Trust, 1979.

An inquiry into possible policies for the regulation and funding of foreign (overseas) students in the United Kingdom, this volume provides a full-scale analysis of the financial and policy aspects of the issue in the United Kingdom. The research team collected statistics concerning the financial aspects of overseas students, their numbers in the United Kingdom and in several other countries, and various policy options. The study concludes by accepting the government's 'full fee' policy, but also recommends various options for alternative funding for students from countries of importance to British foreign and trade policy, while recognizing the United Kingdom's 'special relationship' not only with the European Community but with such countries as those in the Commonwealth and with Hong Kong and Cyprus.

214. Burn, Barbara B. Prospects for student exchange and studies abroad in the countries of Western Europe. *Higher education in Europe* (Bucharest, European Centre for Higher Education), vol. 4, no. 2, April-June 1979, p. 17-20. [Also published in French and Russian]

Foreign students are witnessing more restrictions of different forms concerning their enrolment in European schools. Some restrictions are *academic*, e.g. foreign language proficiency; some are *financial*, e.g. adequate funds are required and fees are increasing. To control the increase of foreign students, countries such as Denmark, the Federal Republic of Germany and Sweden

apply quotas. This creates a diversification between institutions. However, one cannot make comparisons between different institutions from one country to another because academic programmes are not sufficiently alike. The author concludes that the prospects of international exchanges cannot be predicted.

215. Canadian Bureau for International Education. *A question of self-interest : a statement on foreign students in Canada.* Ottawa, 1977.

This publication represents a statement 'to provoke discussion' on foreign students' issues in Canadian higher education. The authors consider that: Canadian post-secondary educational institutions benefit from the presence of non-Canadian students; reception of foreign students has an impact on Canada's future foreign relations; foreign student policies should be designed to reflect Canada's self-interest first, since the primary responsibility of Canadian governments is to Canadians; the process and mechanics of development in the Third World are best decided by the people and governments of the Third World; and Canadians have an obligation to share their educational resources with developing countries to promote better international understanding. Recent developments and trends in receiving foreign students and 'exporting' Canadians to study abroad are discussed. Finally, the statement addresses a question of Canada's self-interest in receiving foreign students. It considers that such interest can be served if any one or more of the following conditions is satisfied: if the presence of foreign students improves the quality of the educational experiences offered by the institution; or if the reception of foreign students furthers the long- or short-range economic and political interest of Canada abroad; or if there is an immediate financial return from the presence of foreign students in Canada.

216. Canadian Federation of Students. *A decade of dishonor : patterns of fees and quotas for international students.* Toronto, Ont., Canadian Federation of Students, 1983.

217. Commission on Foreign Student Policy. *The right mix : report of the Commission on Foreign Student Policy.* Ottawa, Canadian Bureau for International Education, 1981. 82 p.

In 1981, the CBIE Board of Directors, concerned with the lack of coherent policies related to foreign students, especially in the context of their growing numbers, approved the establishment of a Commission on Foreign Student Policy. This publication is the first report of this Commission, which contains a large number of recommendations to Canadian educational institutions, provincial and federal governments, and to other interested organizations and institutions. The report, which analyses the situation and provides a series of recommendations, deals with the following issues: foreign students — definition and jurisdiction; analysis of the foreign student population in Canada — its social, economic and educational background as well as motivations for studying in Canada; a framework of the present institutional policies with regard to recruitment, testing and enrolment of foreign students; policies related to costs and tuition fees for foreign students, as well as policies concerning Canadian taxpayers. Overall, the report gives two basic reasons to support the presence of foreign students in Canada. One is a moral one and emphasized Canada's 'obligations to the international community of nations'. The other is founded on practical considerations and emphasizes Canada's economic and political interest. It also makes recommendations concerning 'the management of foreign student enrolment' which will result in restrictions on foreign students in Canadian higher education institutions.

218. Committee on Foreign Students and Institutional Policy. *Foreign students and institutional policy: toward an agenda for action.* Washington, DC, American Council on Education, 1982. 73 p.

A key document relating to national and institutional policy concerning foreign students, this volume considers the foreign student policies of a number of countries including Canada, Federal Republic of Germany, France, the USSR and the United Kingdom. It is mainly concerned with considering appropriate policies for governmental and academic institutions in the United States relating to all aspects of overseas study.

219. Committee on the Foreign Student in American Colleges and Universities. *The college, the university and the foreign student.* Washington, DC, National Association for Foreign Student Affairs, 1979. 25 p. [ERIC microfiche ED 214 487]

This is a report of leading educators' recommendations for strengthening educational exchange programmes in United States' colleges and universities. The report calls for a complete re-examination of the philosophy, objectives and operation of the foreign student programmes. The basic point of this report is that the exchange programmes cannot be strengthened in any meaningful or lasting way unless they are seen in the context of the total international activities, at home and abroad, of any given institution. The second point is that the responsibility for defining those activities rests squarely on the leaders of education. The third point is that the international commitments of the United States higher education are permanent. The report discusses education's stake in international exchange, the university's responsibilities to the foreign student, and the administration of services for foreign students.

220. Fraser, S.E. Overseas students in Australia: governmental policies and institutional programs. *Comparative education review* (Chicago, IL), vol. 28, no. 2, May 1984, p. 279-299.

221. Gieseke, L. Discussion of a foreign student policy in the Federal Republic of Germany. *Higher education in Europe* (Bucharest, European Centre for Higher Education), vol. 8, no. 1, 1982, p. 101-104. [Also published in French and Russian]

222. Goodwin, C.D.; Nacht, M. *Absence of decision: foreign students in American colleges and universities. A report on policy formation and the lack thereof.* New York, Institute of International Education, 1983. 49 p. [ERIC microfiche ED 232 492]

The purpose of this research report is to discuss 'how United States institutions that deal directly with foreign students view the presence of those students today, what problems they perceive, and how they do, in fact, go about forming policy and directing action in this arena.' The researchers chose three states (Florida, Ohio and California) and spoke to a variety of individuals in policy-making positions — state legislators, aides to governors, senior university officials, state higher education planners and others. The basic conclusions of this study are: (a) most college and university officials place the foreign student low on their list of priorities. Knowledge and interest in the issue is significant only when the percentage of foreign students is in excess of 15 to 20 per cent of the student body; (b) most institutions have not thought through in much detail the economic, educational, political and organizational issues associated with the presence of large numbers of foreign students; (c) the cost of the foreign student has rarely been calculated; (d) the consideration of different pricing approaches to the foreign student

requires serious examination; (e) the 'humanist presumption' that foreign students are an enriching presence in higher education in the United States needs to be supported with stronger evidence; (f) there is little basis at present for determining the optimum number of foreign students in particular educational settings; (g) public institutions are particularly sensitive to legislative pressures concerning foreign students.

223. Hayden, R.L. U.S. government exchanges: the quest for coordination. *Annals of the American Academy of Political and Social Science* (Philadelphia, PA), vol. 449, May 1980, p. 114-128.

224. Malone, V., et al. Agency sponsored international students. *College and university* (Menasha, WI), vol. 49, no. 4, Summer 1974, p. 638-647.

225. Phillips, A. *British aid for overseas students.* London, World University Service, 1980. 69, 50 p.

226. Rahn, H. Aid to study abroad (for German students): experiences and implications. *Western European education* (White Plains, NY), vol. 11, no. 3-4, Fall-Winter 1979-80, p. 150-164.

The author shows by means of examples what exchange students from the Federal Republic of Germany actually did while they were abroad; what motivated them to undertake the experience; how, in retrospect, they evaluated their expectations and disappointments; and in what areas the stimulation received abroad had good or bad effects. Four theses are used to inform the discussion: (1) that the topic 'study abroad' has not been sufficiently dealt with; (2) that existing programmes are not sufficiently tailored to stages of education that are suitable for the promotion of foreign study; (3) that in providing aid for foreign study, learning through activity, learning through research and learning through teaching must be placed on an equal footing with intellectual learning through studying; and (4) that foreign study is for education in a broad sense and not for simply accumulating facts.

227. Rationale for international students. *College and university* (Menasha, WI), vol. 45, no. 4, 1970, p. 530-544.

This is a discussion of on-campus philosophy and objectives as they relate to foreign students. The presentations emphasized the importance of United States economic and political interests to continue or even expand its educational exchange programme and point out that full-scale involvement of United States institutions in international educational exchange is a relatively new phenomenon. In formulating exchange programmes the following factors have to be taken into account: (1) the size of the institution; (2) its private or public status; (3) its undergraduate or graduate character; (4) its fields of specialization; (5) its overseas involvement through exchange programmes, government contracts, inter-university and other programmes.

228. Ritterband, P. Law, policy and behavior: educational exchange policy and student migration. *American journal of sociology* (Chicago, IL), vol. 76, no. 1, July 1970, p. 71-82.

This paper examines the effect of legislation, administrative rules and policy decisions upon Israelis involved in the educational exchange programmes of the United States. The data for the study were collected by a Hebrew-language questionnaire mailed in 1966 with a response rate of 67 per cent yielding 1,934 usable replies. The paper examines the allocation of visas, academic

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achievement and the labour market in Israel, and concludes that the legislation does not achieve its end, although the initial relationship between visa and migration intentions appear to show that the law should work. The official policy of the government of the United States is frustrated by the disparate interests of the several organizational role partners. Student behaviour would remain largely the same if there were neither law nor policy pronouncements.

229. Smith, A. European developments in international exchange programs. *In:* **Barber, E.; Altbach, P.G.; Myers, R.G., eds.** *Bridges to knowledge: foreign students in comparative perspective.* Chicago, IL, University of Chicago Press, 1984, p. 115-129.

An overview of the policies concerning student exchanges and related issues among the nations of the European Economic Community (EEC). Smith argues that policies in many European nations were implemented hastily and do not reflect a rational approach to the issue. There are increasing trends to regulate foreign students and to control access in general as well as to particular academic fields. The EEC's policies relating to open access to higher education in member states is also discussed — as well as the challenges to these policies. Approaches to international study by the Nordic Council, the Council of Europe and other groups is also discussed.

230. Smith, A. From 'Europhobia' to pragmatism: towards a new start for higher education co-operation in Europe? *European journal of education* (Oxford, United Kingdom), vol. 15, no. 1, March 1980, p. 77-95.

231. Spaulding, S.; Coelho, G.V. Research on students from abroad: the neglected policy implications. *In:* **Coelho, G.V.; Ahmed, P.I., eds.** *Uprooting and development: dilemmas of coping with modernization.* New York, Plenum, 1980, p. 321-339.

The authors of this chapter review the cross-cultural educational activities of several United States' Government branches and other institutions — e.g. International Communications Agency, Agency for International Development, National Institute of Education, NAFSA — and the participation of the United States in international organizations such as Unesco from the point of view of the internationalization of education and its implications for United States' policy. The authors stress the valuable contribution of foreign study both to the student's host country and to his/her home country. In this context they make several recommendations, which should ensure that: transnational communication could exist on a continuing basis between former students and their teachers; the counselling and advising of potential foreign students would not be under the 'propaganda arm' of the host government; government agencies collaborate in recruiting foreign students, with specific attention to the possibility of eventual employment in the home country; and legislative authority and support are advocated in the United States in order to promote the activities of international organizations and institutions which deal with programmes of student exchange.

232. Sweden. National Board of Universities and Colleges. *Higher education for immigrants and political refugees.* Stockholm, Utbildnings Förlaget, 1980.

233. Vaudiaux, J. Les politiques nationales d'access des étudiants étrangers. *CRE-Information* (Geneva, Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities), no. 57, 1st quarter 1982, p. 7-18.

234. Williams, P., ed. *The overseas student question: studies for a policy.* London, Heinemann, 1981. 301 p., bibl.

235. Williams, P., ed. *A policy for overseas students.* London, Overseas Students Trust, 1982. 281 p.

236. Woodhall, Maureen. Overseas students. *In:* **Fulton, O., ed.** *Access to higher education.* Guildford, United Kingdom, Society for Research into Higher Education, 1981, p. 192-202.

A general discussion of the debate concerning overseas students in the United Kingdom and a description of the current situation. Suggestions are made for allocating financial assistance to overseas students, including taking into account their academic ability, needs of the sending countries, financial needs of the students, and the balance between overseas and local students in the degree programme.

Policies of Third World nations

237. Maliyamkono, T.L., ed. *Policy developments in overseas training.* Dar es Salaam, Black Star Agencies, 1980.

Post-baccalaureate study and teaching assistants

238. Althen, G. *Manual for foreign teaching assistants.* Ames, IA, University Press, 1981.

239. Bailey, K.; Pialorsi, F.; Zukowski, J. *Foreign teaching assistants in US universities.* Washington, DC, National Association for Foreign Student Affairs, 1984. 133 p.

The monograph deals with the problems of preparing foreign teaching assistants for their roles in United States colleges and universities. Chapters deal with training programmes for foreign teaching assistants and discuss language skills training (a one semester course) and the overall problems of providing preparation for foreign teaching assistants. Additional chapters deal with the assessment of such programmes and testing for the oral English proficiency of the assistants.

240. College Entrance Examination Board. *The foreign graduate student: priorities for research and action.* New York, College Entrance Examination Board, 1971. 98 p. [ERIC microfiche ED 047 604]

The result of a conference on the foreign graduate student in the United States, this volume considers the policy implications as well as curricular and other aspects of the increasing number of foreign graduate students in United States universities. A comprehensive literature review is also included.

241. Council of Graduate Schools in the United States. Committee on International Education. *The foreign student in American graduate schools.* Washington, DC, Council of Graduate Schools, 1980. 28 p. [ERIC microfiche ED 207 411]

242. Lockyear, T.N., ed. *Postgraduate training in Australia: handbook for overseas students.* Canberra, Australian Vice Chancellors' Committee, 1982.

243. Mestenhauser, J.A.; Barsig, D. *Foreign students as teachers: learning with foreign students.* Washington, DC, National Association for Foreign Student Affairs, 1978. 16 p.

This pamphlet is based upon the original model 'Learning with foreign students', a programme begun in 1974 at the University of Minnesota and subsequently extended to other universities in the United States. The particular viewpoint of this brochure is how the university, interested in the development of cross-cultural perspectives, can use foreign students as teaching/learning resources to teach university students from the United States, as well as to enhance global understanding. The document offers the following particular five methods of involving foreign students as teaching resources: how to develop new courses; how to bring foreign students into the class; how to interview foreign students; how to develop independent study programmes; how to initiate laboratory practicums or field work experience.

244. Robinson, Beatrice E.; Hendel, D.D. Foreign students as teachers: an untapped educational resource. *Alternative higher education* (New York), vol. 5, no. 4, Summer 1981, p. 256-269.

This paper examines the idea of viewing the many foreign students studying in the colleges and universities of the United States as educational resources. It is argued that foreign students have a unique educational perspective and specialized knowledge about their culture to offer to their counterparts in the United States. An overall scheme for using foreign students in a teaching capacity is discussed. An experimental class at the University of Minnesota is examined in detail. Some implications of the widespread development and implementation of similar types of courses at other colleges and universities are suggested.

245. Winter Hebron, C. de. Third world postgraduate students in a European university: a case study from Newcastle upon Tyne. *Higher education in Europe* (Bucharest, European Centre for Higher Education), vol. 9, no. 1, January-March 1984, p. 54-62, bibl. [Also published in French and Russian]

Return and re-entry issues

246. Baldwin, G.B. The foreign educated Iranian: a profile. *Middle East journal* (Washington, DC, Middle East Institute), vol. 17, no. 3, Summer 1963, p. 264-278.

Since the Second World War the source of social power in Iran has shifted from land to education. A high proportion of Iranian college students were sent abroad. Based on a sample survey of 416 Iranian students abroad, this article described some characteristics of those studying in foreign universities, their foreign experiences and financing problems.

247. Canadian Bureau for International Education. *Returning home: a program for persons assisting international students with the re-entry process.* Ottawa, 1984.

248. Davis, F.J. Problems of development in Turkey as seen by Turks returned home from study in American universities. *Sociology and social research* (Los Angeles, CA, University of Southern California), vol. 57, no. 4, July 1973, p. 429-442.

The focus of attention is on what returning students consider Turkey's major problems to be; how they perceive the speed of development; their own perceived capacity to influence the process and the nations they consider most appropriate models for Turkey. The 222 questionnaire respondents and 111 people interviewed represented returnees to Turkey who studied in universities in the United States from 1957 to 1968. The major finding of the study was that most of the returnees were dissatisfied with the pace of change which they considered too slow, but were confident that they could personally contribute to the development of their homeland. They felt that their study in the United States helped to increase their confidence. On the issue of the nations they considered most appropriate models for Turkey, several of the returnees refused to list any national model on the grounds that Turkey must not copy any other nation or that it should select the best features of various countries. The United States, however, was one of the most-listed 'guideline countries'.

249. Davis, R.J. The two-way mirror and the U-curve: America as seen by Turkish students returned home. *Sociology and social research* (Los Angeles, CA, University of Southern California), vol. 56, no. 1, October 1971, p. 29-43.

250. Gama, E.; Pedersen, P. Readjustment problems of Brazilian returnees from graduate studies in the United States. *International journal of intercultural relations* (New Brunswick, NJ), vol. 1, no. 4, 1977, p. 46-59.

This is a pilot study on the adjustment problems of Brazilians returned from graduate study in the United States. Thirty-one returnees were interviewed by the senior author after they were back in Brazil. The family and professional problems they experienced as they tried to readjust to life in their country were investigated, as well as the intensity of these problems and the adequacy of coping, as perceived by the respondent. Results indicate that returnees had little difficulty adjusting to life with their families except for experiencing some value conflict with them and some lack of privacy. Most of their problems were related to their professional life; they found some difficulty adjusting to the system as a whole and to their roles as professors. In most cases returnees felt they were coping adequately.

251. Goetzl, S.; Strutter, J.D., eds. *Foreign alumni: overseas links for U.S. institutions.* Washington, DC, National Association for Foreign Student Affairs, 1980. 3 p.

Over 70 per cent of the foreign students studying in the United States indicated numerous advantages that accrued to them from foreign study. This handbook goes into great detail on how to establish and evaluate the foreign student overseas network. Three appendices are attached to the work that will be of particular help to institutions having foreign alumni or wishing to establish a foreign alumni programme.

252. Hodgkin, Mary C. *The innovators: the role of foreign trained persons in Southeast Asia.* Sydney, Australia, Sydney University Press, 1972. 118 p.

Since the Second World War Australia has played an increasing role in the education of Asian students, particularly those from Southeast Asia. In the early 1970s more than 10,000 were in

educational institutions at all levels and great emphasis was placed on the importance of government foreign policy in the overall picture of aid to developing countries. But what is being achieved? This book explores the influence that graduates, particularly from Australia, are exerting on the economic growth of three very different areas: the sophisticated, commercial city of Singapore; Malaysia with its industrializing towns and rural hinterland; and Sarawak, Sabah and Brunei which are in the early stages of development. It looks also at the impact of the returnees in terms of their cultural background, traditional roles, opportunities for leadership, and abilities and inclinations. It makes some critical comments on the future of this form of cross-cultural training and the role which the industrialized nations must play if future educational aid to underdeveloped countries is to live up to the claims of the donors.

253. Hood, M.A.G.; Schieffer, R. eds. *Professional integration: a guide for students from the developing world.* Washington, DC, National Association for Foreign Student Affairs, 1984. 143 p.

The focus of this comprehensive volume is on the reintegration of foreign graduates on their return to Third World countries from study abroad. Issues such as the continuing education of the returned professional, alumni networking, and the professional integration of women are considered, amongst others.

254. Orr, J.B., jr. *The foreign scholar returned home: a review of selected research.* New York, Columbia University, 1971. 142 p. [Thesis]

This study, which reviews completed follow-up research on foreign students who studied in colleges and universities in the United States, examines: (1) personal changes resulting from the experience; (2) readjustment to the home country; (3) returnees' use of newly-learned skills; and (4) returnees as agents of cultural exchange. The major findings of the review were that most returnees considered themselves changed by the experience — they had become more flexible, more knowledgeable, more sensitive to others, gained self-confidence and social responsibility, better work habits and more self-discipline. In their home countries many returnees experienced difficulties in readjustment. While about 80 per cent of the returnees could obtain jobs easily, those who came from rigid or developing cultures, or without influential friends and relatives experienced considerable difficulty in securing employment. Even though about 75 per cent of the returnees were able to use their training at least partially and 80 per cent were able to convey their knowledge and skills to others in the job situation, most students felt their foreign experience had no major impact on their careers.

255. Zikopoulos, M.; Barber, E.G. *The ITT international fellowship program: an assessment after ten years.* New York, Institute of International Education, 1984. 53 p.

An evaluation of a fellowship programme that sent about 250 graduate students from the United States to other countries and brought about 250 foreign graduate students to the United States. The programme was sponsored by the International Telephone and Telegraph Company (ITT) and was administered by the Institute of International Education in New York. In general, the evaluation found that the programme was fulfilling its goals. Fellowship holders have assumed responsible positions after their participation, have learned foreign languages and feel that their experience as ITT fellows was helpful to them in their growth and in their careers.

Specific country studies

256. Adams, A.H. Foreign students in community and junior colleges. *In:* **Gleazer, J.E., jr., ed.** *The foreign student in United States community and junior colleges.* New York, College Entrance Examination Board, 1978, p. 53-74.

This paper first reviews briefly the increasing involvement of two-year colleges in international education. Then it concentrates on the effective programming for foreign students in these institutions. Suggestions are made as to the implementation of an effective programme for foreign students. The author maintains that the investment in time, energy and resources in the foreign student programme is more than paid back through benefits accruing to the institution via participation in the international and intercultural dimension of higher education.

257. Althen, G.L., ed. *Students from the Arab world and Iran.* Washington, DC, National Association for Foreign Student Affairs, 1978.

258. Bayer, A.E. Foreign students in American colleges: time for change in policy and practice. *Research in higher education* (New York), vol. 1, no. 4, 1973, p. 389-400.

Institutional characteristics for the total population of more than 2,300 United States colleges and universities are compared with the proportionate foreign student enrolment. Overall, about three-quarters of United States higher education institutions have less than 2 per cent of foreign students in their student population, almost one-fifth have 2 to 6 per cent, and one-twentieth have more than 6 per cent foreign students. Relatively large proportionate numbers of foreign students are enrolled in institutions generally considered to be of 'high quality'.

259. Bochner, S.; Wicks, P., eds. *Overseas students in Australia.* Kensington, NSW, Australia, New South Wales University Press, 1972. 254 p.

There were nearly 11,000 foreign students in 1972 studying in Australian universities, colleges and schools. This book is an anthology of twenty-six articles written by authors intimately acquainted with this category of students. The articles are mostly concerned with the foreign students' background, motives for undertaking study abroad — and particularly in Australia — as well as their problems and achievements. A wide range of topics discussed in this publication include: the cultural background of Southeast Asian students in Australia; Pacific Islands students in Australia; the psychological problems of the Asian student; the study methods and academic results of overseas students; new study patterns; the law and the private student; the language barrier; counselling overseas students; the host family scheme; the international student centre; the effectiveness of education abroad.

260. Chishti, S. International demand for American higher education. *Research in higher education* (Albany, NY), vol. 20, no. 3, 1984, p. 329-344.

261. Colloquium on 'The Foreign Student in United States Community and Junior Colleges', Wingspread, Racine, WI, 1977. *The foreign student in United States community and junior colleges.* New York, College Entrance Examination Board, 1978. 94 p. [ERIC microfiche ED 154 858]

This colloquium was attended by a group of representatives of United States higher education, government, professional groups and foreign students. The purpose of the colloquium was to explore the impact of the thousands of foreign students enrolled in the United States community and junior colleges, and to plan ways to help institutions, government and other agencies improve the quality of their experience. This book is a collection of the opening address, three background papers, and a public statement expressing the opinions and recommendations of the members. One paper presents information about the characteristics of the more than 60,000 foreign students in the two-year institutions in the United States. It describes where they come from, what they study, how they are financed and other specific information. Another paper deals with constraints and issues in planning and implementing programmes for foreign students in those institutions. The third paper considers effective programming for foreign students in community and junior colleges. The public statement summarizes points regarding the purpose of international education in United States community colleges, and the need for foreign student involvement as a facet of an international education programme, as well as the conclusions reached at the colloquium.

262. Drettakis, E.G. Greek students in foreign universities. *Paedagogica Europaea: journal of eductional research in Europe* (Braunschweig, Federal Republic of Germany), vol. 13, no. 3, 1978, p. 85-106, bibl.

This paper, part of a more detailed quantitative study, attempts to give a more complete picture, from a Greek and international point of view, of the problem of Greek students abroad. The distributions by field of study show that the Greeks (and, to a lesser extent, the Turks) studying abroad are mainly concentrated in the natural sciences, engineering, medical sciences and agriculture, while students of other countries are more evenly spread among the three broad groups of fields of study.

263. Duggan, S.; Wollitzer, P. *The world's students in Bay Area Universities.* San Francisco, CA, Bay Area and the World, 1983.

264. Epstein, Helen. Overseas students in Israel: problems and possibilities. *Midstream* (New York, Theodor Herzl Foundation), vol. 16, no. 2, February 1970, p. 3-16.

Based upon a 1970 study of the attitudes after the 1976 Arab-Israeli war, the author was concerned with the over 6,000 foreign students studying in Israel. There is a distinct difference between their attitudes and experiences compared to Israeli students. Israeli students are found to be essentially older, less committed to the university milieu, married and having out-of-school responsibilities such as employment and military service. In contrast, the foreign students, particularly students drawn from the United States, Eastern Europe and South Africa, tend to cluster in their own student ghettos within the university community. The emphasis of the study is the attitudes of foreign students attending a Hebrew university. A contrast is drawn between the Israeli attitude of sense of community and group allegiance, while there was a great deal of emphasis on sexual activities on the part of American and South African students. Students from the United States and other countries are somewhat disenchanted with the curricular offerings and the nature of the relationship between the German dominated university concept in Israel and the more liberal discussions that normally take place in a university in the United States. In addition, the presence of foreign students, particularly those

from the United States, has caused the Hebrew University, at least, to tighten up its administrative procedures. Overall, foreign students in Israel who are Jewish in religious preference tend not to have any difficulty in identifying with Israel but do not feel comfortable with the Israeli students.

265. Fitzpatrick, S. Student in Moscow, 1966. *Wilson quarterly* (Washington, DC, Woodrow Wilson International Center for Scholars), vol. 6, no. 3, Summer 1982, p. 132-141.

266. Förster, S. 30 Jahre Ausländerstudium in der Deutschen Demokratischen Republik [Thirty years of foreign students in the German Democratic Republic]. *Die Fachschule* (Berlin), 29. Jhrg., Heft 10, 1981, p. 217-219; 29. Jhrg., Heft 12, 1981, p. 339-344.

267. Ganguli, H.C. *Foreign students: the Indian experience.* New Delhi, Sterling, 1975. 136 p.

268. Grieswelle, D. *Studenten aus Entwicklungsländern: eine Pilot-Studie* [Students from developing countries: a pilot study]. Munich, Federal Republic of Germany, Minerva, 1978. 130 p.

269. Herbert, W. Abroad in the U.S.: foreign students on American campuses. *Educational record* (Washington, DC, American Council on Education), vol. 62, no. 3, Summer 1981, p. 68-71.

270. Hess, G. *Freshmen and sophomores abroad: community colleges and overseas academic programs.* New York, Teachers College Press, 1982. 192 p.

This volume focuses on the role of international education in community (two-year) colleges in the United States. The author argues that community colleges, because of their lack of resources and student clientele, cannot engage in extensive international programmes themselves and that they should rely on consortia arrangements to assist them in this important function. A case study of one institution's international programme is presented.

271. Hull, W.F.; Lemke, W.H.; Houang, R.T. *The American undergraduate, off-campus and overseas: a study of the educational validity of such programs.* New York, Council on International Educational Exchange, 1977. 60 p. (Occasional papers on international educational exchange, no. 20) [ERIC microfiche ED 180 386]

The assumption is that the ultimate goal of international exchanges is to contribute to friendly and peaceful relations, not to mention the immediate goals which relate to technical co-operation, changes in institutions, success in academic training, increased knowledge about foreign culture, preparation for a useful career and readiness to co-operate in international undertakings. Between May 1974 and September 1975 questionnaires were administered to all students arriving at and/or departing from sample institutions in the United States, Northern Europe, and East and West Africa. The motivation for students going overseas seemed to be for personal reasons of getting to know other people and/or their culture. Students involved in domestic programmes felt that their off-campus programme should be actively involved in activities which would benefit the local community. In addition, all students believed that their off-campus programme should prove beneficial in their career preparations.

272. Imbert, J. Foreign students in France. *Higher education in Europe* (Bucharest, European Centre for Higher Education), p. 46-50. [Also published in French and Russian]

The author points out three factors for a steady growth in foreign student enrolment. First, every country wants to profit from the scientific progress made by other countries. A second factor is that most young people today have a great desire to be exposed to new contacts and to innovation. The third one (which refers mainly to foreign students from developing countries) is lack of sufficient study places at home. An additional factor is that some students feel that they receive inferior education in their own universities and consequently desire to study abroad in well-established and competitive institutions. Furthermore, study abroad gives the student 'an added sense of prestige in comparison with those that were unable to have such an advantage'. The author discusses enrolment trends of foreign students in France since 1970, which shows that in 1975 France had the most foreign students of any European country (93,750), and, after the United States, the second largest foreign student enrolment in the world.

273. Jarousse, J.P. *Foreign students in France.* Paris, Institute of Education, European Cultural Foundation, 1980.

274. Kendall, M.; Williams, P. *Overseas students in Britain: some facts and figures.* London, Overseas Students Trust, 1979.

275. Kitamura, K. *Daigaku kyoiku no Kokusaika* [The internationalization of university education in Japan]. Tamagawa, Japan, Tamagawa University Press, 1984. 254 p.

276. Koloko, E.M. Origins of overseas training for Zambians, 1900-1975. *In:* **Maliyamkono, T.L., ed.** *Policy developments in overseas training.* Dar es Salaam, Black Star Agencies, 1980.

277. Kotenkar, A. *Ausländische Studenten in der Bundesrepublik Deutschland: am Beispiel der Universität Frankfurt* [Foreign students in the Federal Republic of Germany: the example of the University of Frankfurt]. Stuttgart, Federal Republic of Germany, Alektor Verlag, 1980. 152 p.

278. Livingstone, A.S. *The overseas student in Britain.* Manchester, United Kingdom, Manchester University Press, 1960. 169 p.

This study was an examination of the trends of social welfare training in the United Kingdom in its capacity to offer constructive experience for students from overseas, particularly those from Asia and Africa. The inquiry was mainly concerned with the forms of social welfare training found in university undergraduate courses. The study, partly documentary, was developed by direct association with overseas students in the United Kingdom, with direct contributions by students from Asian and African countries. Basic issues in the planning and content of courses in social welfare training in the United Kingdom were examined. The author suggests that further fundamental studies should be undertaken to determine what the educational role in the United Kingdom might be in assisting the social welfare needs in Asian and African countries.

279. Petre, C. The contribution of Romania to the training of national specialists from the developing countries. *Higher education in Europe* (Bucharest, European Centre for Higher Education), vol. 7, no. 1, January-March 1982, p. 34-37. [Also published in French and Russian]

280. Political and Economic Planning. *New Commonwealth students in Britain: with special reference to students from East Africa.* London, Allen & Unwin, 1965. 253 p.

This study examines policies of the United Kingdom in the early 1960s, especially in the context of the recommendations of the Robbins Committee on Higher Education, towards education and training of students from the four East African countries: Kenya, Tanganyika, Uganda and Zanzibar. (The union of Tanganyika and Zanzibar took place after the research was completed). The volume is divided into three parts: trends in the admission of overseas students to British institutions of higher education and an estimate of future demand for study places by students from East Africa; policies relating to the academic and formal educational aspects of these students' lives in the United Kingdom; and students' experiences outside their courses. The difficulties which East African students face in British universities and colleges include: lack of academic and career advice; study difficulties; problems of English; problems of practical training; problems of adjustment.

281. Radford, M., et al. *Overseas students in South Australia.* Adelaide, Australia, Flinders University International Students' Association, 1984.

282. Roeloffs, K. International mobility in higher education: the experience of an academic exchange agency in the Federal Republic of Germany. *European journal of education* (Oxford, United Kingdom), vol. 17, no. 1, 1982, p. 37-48.

283. Sofinski, N.N. Development and forms of international co-operation in higher education in the USSR. *Higher education in Europe* (Bucharest, European Centre for Higher Education), vol. 4, no. 2, April-June 1979, p. 38-39. [Also published in French and Russian]

This article discusses the main forms of Soviet programmes of international co-operation in higher education. These include the introduction of higher education in developing and socialist countries, and the provision of equipment and to some extent teaching staff for these institutions. The author deals with the development of international co-operation, students' 'on site' participation in various socialist countries, USSR's teaching staff in basic and technological sciences, etc. Regarding bilateral co-operation, considerable importance is attached to direct contacts between institutions of higher education while multilateral co-operation between socialist countries is achieved mainly within the framework of joint research programmes.

284. Stanis, V.F. The Friendship University. *Higher education in Europe* (Bucharest, European Centre for Higher Education), vol. 7, no. 1, January-March 1982, p. 16-19. [Also published in French and Russian]

This article presents the objectives, structure and functioning of the Patrice Lumumba People's Friendship University in Moscow. The university was established in 1960 with the primary objective of assisting developing countries in training highly qualified personnel. At present, the university has 87 chairs (departments) and four independent up-grading courses. Its faculty includes 140 full professors and 650 assistant professors. The following requirements and procedures are followed for foreign student admission: completed secondary education; recommendation by an organization such as the national branch of the Friendship Association with the USSR; and approval by the university's admission commission.

285. Von Zur-Muehlen, M. *Foreign student issues in 1976-1977.* Ottawa, Canadian Bureau for International Education, 1977. 143 p.

286. Von Zur-Muehlen, M. *Foreign students in Canada: a preliminary documentation for 1981-1982.* Ottawa, Education, Science and Culture Division, Statistics Canada, 1981. 78 p.

287. Von Zur-Muehlen, M. *Foreign students in Canada and Canadian students abroad.* Ottawa, Statistics Canada, 1978.

This study, with an emphasis on statistical information rather than analysis, deals with foreign students attending Canadian educational institutions, and Canadian citizens and recent immigrants who have obtained their university education abroad. Highlighted in the data are several significant trends including Canada's dependence on foreign-trained university manpower. It is indicated that almost twenty per cent of Canadian university graduates obtained their degrees abroad while about 60 per cent of doctoral graduates obtained their degrees abroad. During the 1960s the number of Canadian students studying abroad declined from nearly 16,000 to around 10,000 by the mid-1970s; the number, however, has started growing again. About 75 per cent of these Canadians are studying in the United States while most of the remainder are in French or United Kingdom universities. An overview of foreign students in Canada between 1973 and 1977 shows a marked growth in their number, rising from 30,000 to 56,000 but the number declined to 52,000 in 1977. Foreign students constituted about 5.3 per cent of total full- and part-time enrolment in 1977-78. While the number of foreign students from the United States declined from 30 per cent in 1973 to 15 per cent in 1977, the proportion from the twenty-nine least-developed countries grew from 1,500 to about 2,500, that of Hong Kong alone increasing from 21 per cent to almost one-third (6,200 to 16,500).

Women international students

288. Boyan, D. Foreign women in U.S. schools: still only a quarter of foreign student enrolment. *World higher education communique* (New York), vol. 4, no. 1, Winter 1981, p. 21-24.

289. Melie, E.E. *Returning Nigerian and American college women: a cross-cultural analysis of their motivational orientations.* Madison, WI, University of Wisconsin, 1980. [Thesis]

290. Rowe, Leslie; Sjoberg, S., eds. *International women students: perspectives for the 80s.* Report of the International Women Student Conference, Boston, MA, August 1981. Washington, DC, National Association for Foreign Student Affairs, 1981. 110 p. [ERIC microfiche ED 210 975]

Historical studies

291. Brickman, W.W. International interchange in higher education: Europe and the United States, 1700-1900. *Notre Dame journal of education* (Notre Dame, IN), vol. 3, no. 1, Spring 1972, p. 10-21.

By higher education the author refers not only to universities and colleges; he includes any kind of advanced studies, structured institutionally or carried out independently by such personalities of United States political and scientific life as Benjamin Franklin and Abraham Lincoln. Brickman points out that international relations in the field of higher learning are in the roots of higher education in the United States. English roots, mainly through the relationship of graduates of Cambridge and Oxford with Harvard, are obvious. But the links with universities in Leiden, Geneva, Paris or Louvain were not less important for the process of development of higher education in Colonial America. Americans in large numbers went to Europe at the end of the eighteenth century to study medicine in the Universities of Leiden, Paris, Edinburgh, Vienna, London, Oxford, Uppsala and in the Italian universities. The nineteenth century brought again interest in studies in Europe mainly in medical education offered in German universities. From 1820 to 1920, it has been estimated that between 9,000 to 10,000 Americans studied in Germany, many of them coming back with a Ph.D. (The first Ph.D. was granted in the United States in 1861 at Yale University.)

292. Burke, A.W., ed. *The modernizers: overseas students, foreign employees and Meiji Japan.* Boulder, CO, Westview, 1985. 431 p.

This volume of essays by Japanese and Western scholars sheds light on the process of modernization in nineteenth century Japan, focusing on two significant aspects of Japan's transition to a modern society: the decision to tolerate the skill and advice of foreign employees and the decision to dispatch Japanese students overseas. The essays make clear that the success of both these programmes went beyond aiding Japan's modernization goals; their indirect effects often extended much further than planned, influencing even today the fields of education, science and history, and affecting other countries' knowledge of Japan.

293. Cross, A.G. Russian students in eighteenth-century Oxford. *Journal of European studies* (London), vol. 5, no. 2, June 1975, p. 91-110.

294. Ishizuki, M. Overseas study by Japanese in the early Meiji period. *In:* **Burke, A.W., ed.** *The modernizers: overseas students, foreign employees and Meiji Japan.* Boulder, CO, Westview, 1985, p. 161-186.

A consideration of the impact and destinations of Japanese students who went abroad after the Meiji restoration in 1868. The chapter discusses the policy of the government, motivations for overseas study, numbers and destinations of students (the total up to 1874 was 575 students, with slightly under half going to the United States, with other large groups studying in the United Kingdom and Germany). The chapter concludes with several case studies of students and a discussion of the influence of these students on Japanese academic development.

295. Johnson, W.; Colligan, F.J. *The Fulbright program: a history.* Chicago, IL, University of Chicago Press, 1965. 380 p.

In 1952 and 1953 the Committee on Foreign Relations undertook a study of the overseas information programmes of the United States. The committee examined all the means by which the United States was seeking to improve worldwide appreciation of the values of a free society and to encourage international understanding. The authors of this study give a detailed account of the Fulbright Program, and the venture into international educational and scholarly

interchange between the United States and other countries. They provide a definitive and fascinating history and reveal some of the trials and tribulations of getting exchange programmes started, keeping them going, and maintaining morale during the dark and discouraging days of the McCarthy period. The book also puts into perspective problems on which able and conscientious educators and administrators had differed, and recorded some of the spectacular successes of educational exchange programmes that had stood the test of time.

296. King, K.J. African students in Negro American colleges: notes on the good African. *Phylon* (Atlanta, GA), vol. 31, no. 1, Spring 1970, p. 16-30.

The First World War led to a great explosion of interest of Africans in higher education. It developed links between black people in Africa and the United States on an unprecedented scale, and this led a body of Africans to feel that the most relevant overseas education might be acquired in the black colleges and universities of the southern states of the United States. One governmental reaction to this new interest in Negro colleges by African students was the policy of proscription. This article gives an account and analysis of the case of Tuskegee Institute, Alabama, in enrolling black students from Uganda during the 1920s.

297. Ninkovich, F. Chinese students in the United States: cultural relations and American China policy, 1942-1945. *Pacific historical review* (Berkeley, CA), vol. 49, August 1980, p. 471-498.

298. Silvera, A. The first Egyptian student mission to France under Muhammad Ali. *Middle Eastern studies* (London), vol. 16, no. 2, May 1980, p. 1-22.

299. Stafford, F. In search of the practical: Colombian students in foreign lands, 1845-1890. *Hispanic American historical review* (Durham, NC), vol. 52, no. 2, 1972, p. 230-249.

One index of a growing Latin American interest in technical study after the middle of the nineteenth century can be found in the records of New York State's Rensselaer Polytechnic Institute. Between 1850 and 1875 some ninety youths from the Hispanic world studied there, accounting for more than 10 per cent of the graduates. In the next decade another sixty Latins attended Rensselaer, making up more than 9 per cent of the student body. While many upper-class Colombians sent their sons to the United States because they identified it with practicality, others turned to Europe because of its established scientific superiority. The results of the nineteenth century experiments in foreign training must be judged in terms of the parents' aim and in the context of contemporary educational patterns. In general, Colombian investment in foreign study produced their best return in commerce and medicine. After 1870 the conditions determining study abroad and its possible fruits became more favourable.

300. Yates, B.A. Educating Congolese abroad: an historical note on African elites. *International journal of African historical studies* (New York), vol. 14, no. 1, 1981, p. 34-64.

This study identifies the first generation Congolese elite as composing three groups: preacher-teachers, soldiers and artisans, and examines now three study-abroad programmes helped in the emergence of these first generation, non-traditional elites and their connection to social, political and economic policy. How the study-abroad schemes provided the intimate link between Belgian domestic politics and Belgian colonial policy and practice is also explored. The Congolese nationals who went abroad in the nineteenth century, the nature of the formal

programmes available in those years and the role of the colonial government and Congo Missions are covered. The projects to educate Congolese nationals overseas did not represent the prevailing policy of either the mission societies or the colonial government; these projects were soon terminated by the colonial regime. The state as well as the missionaries favoured educating Congolese in Africa. Reasons are advanced as to why the Congolese returnees were inducted into the militia and why the government failed to train other secular elites. On the legacy of the nineteenth century, it is concluded that eighty years of Belgian Catholic domination of the Congo education system resulted in few secular elites but scores of problems for independent Zaire.

Statistical studies

301. Aronson, J. Basic techniques for international student research. *College and university* (Menasha, WI), vol. 47, no. 4, Summer 1972, p. 379-386.

302. Boyan, D.R., ed. *Open doors, 1981-1982: report on international educational exchange.* New York, Institute of International Education, 1983. 169 p.

This publication is the basic source of statistical information concerning foreign students in the United States. *Open doors* has been published since 1955. Among the data reported annually are: nationality of foreign students, academic characteristics, distribution by state, personal characteristics, distribution of foreign students among academic institutions, institutions with the most foreign students, expenditures for living costs for foreign students, intensive English-language programmes and United States Study Abroad programmes. A variety of appendixes provide detailed data for many of the categories mentioned above. Tables, graphs, charts and other means of reporting data make the presentation of this information clearer. *Open doors* is the most comprehensive source of information on foreign students in the United States.

303. Boyan, D.R., ed. *Profiles: the foreign student in the United States.* New York, Institute of International Education, 1981. 184 p. [ERIC microfiche ED 224 352]

The stress of this report is on the individual foreign student, rather than the institutional variables. Nearly 2,000 colleges and universities provided data on 160,000 individual students, or about 56 per cent of the total number of foreign students in the United States. The IIE's 'Step 3' report features data on the following topics: nationality of foreign students; field of study; academic level; sex distribution; age; and the relationship between field of study and academic level. Detailed tables provide information on the field of study according to regions, variations in the fields of study by region and sex, and other variables. The bulk of the volume consists of reports by country and by individual academic institutions. The volume does not provide analysis, but is a valuable source of quite recent statistics concerning foreign students in the United States. It is a valuable supplement to the IIE's annual publication, *Open doors* (see above).

304. Byers, P.P. Asian invasion of American campuses — why? *International educational and cultural exchange* (Washington, DC, United States Advisory Commission on International Educational and Cultural Exchange), vol. 6, no. 4, Spring 1971, p. 58-70.

This article is based on interviews with many Asian students conducted by the author. The purpose of the interviews was to provide information on the student's purpose and motivation, his ability to meet his financial obligations, his facility with the English language, his academic competence and his health. The author gives some figures about the increase of Asian student enrolment in universities in the United States during the period from 1964 to 1969: Hong Kong, 7,202 students — 85 to 90 per cent do not return to their country; Taiwan, 8,566 students — 95 per cent do not return to their country; Thailand, 4,372 students — Thai students are not emigrants; India, 11,327 students; Malaysia, 663 students; Singapore, 343 students; Philippines, the increase is very small because the Filipinos provide more higher education to their population; Republic of Korea, 3,991 students — an increase of 53 per cent. The author concludes his paper by saying that overall, the increase in the Asian student population in the United States was 68 per cent during the five-year period. The greatest proportion of this increase has come from three areas: Thailand, 168 per cent; Hong Kong, 120 per cent; Taiwan, 85 per cent.

305. Canadian Bureau for International Education. *Statistics on foreign students.* Ottawa, 1981.

306. Chishti, S. International demand for American higher education. *Research in higher education* (Albany, NY), vol. 20, no. 3, 1984, p. 329-344.

307. Diener, T. Profile of foreign students in the United States community and junior colleges. *In:* **Colloquium on 'The foreign student in United States community and junior colleges'. Wingspread, Racine, WI, 1977.** *The foreign student in United States community and junior colleges.* New York, College Entrance Examination Board, 1978, p. 14-31.

Foreign students are enrolling in United States community and junior colleges in record numbers. Students from Third World countries are playing a dominant role in this increase. The two-year institutions find themselves offering studies appropriate to many foreign nationals. At the same time foreign students do present a number of special issues and problems. This paper presents information about the characteristics of the more than 60,000 foreign students in two-year institutions in the United States. It describes where these foreign students come from, what they study, how they are financed, and other specific information about them. In 1976/77, 68 per cent of foreign students in two-year colleges were male, most of them were not married, 66 per cent were full-time students and enrolled in transfer programmes. Fifty-two per cent of them were financed personally, 80 per cent of them pursued the associate degree, most of them were from developing countries, and concentrated on such popular majors as engineering, business/management, general and interdisciplinary studies, education, health, data processing and computer science.

308. Jarousse, J.P.; Smith, A.; Woesler, Christine. *Les étudiants étrangers: comparaison internationale des flux et des politiques, 1960-1980.* Paris, Institut d'éducation, Fondation européenne de la culture, 1983. 259 p.

This book has two parts: a general report and national case studies. The first concerns actual problems of foreign students (mostly in the context of admission and financial assistance policies) studying primarily in countries belonging to the European community and/or Council of Europe. The second part is a summary and statistical study of foreign student flows (1960-1976)

in the following twenty-four highly industrialized countries: Austria, Belgium, Canada, Czechoslovakia, Denmark, Federal Republic of Germany, Finland, France, German Democratic Republic, Greece, Ireland, Italy, Japan, Luxembourg, Norway, Netherlands, Portugal, Spain, Sweden, Switzerland, Turkey, the USSR, the United Kingdom and the United States. Besides the general flow analyses, this part of the report refers to such specific issues as: foreign students from OPEC countries; political refugees as foreign students (with specific reference to the students from the Socialist Republic of Viet Nam in Western Europe and the United States); migrant workers and their impact on the flow of foreign students (with special reference to the Turkish students in the Federal Republic of Germany); inter-European student mobility; inter-Scandinavian study mobility; and distribution of foreign students by sex, field and level of study.

309. Kiong Hock Lee; Jee Peng Tan. The international flow of third level lesser developing country students to developed countries: determinants and implications. *Higher education* (Amsterdam), vol. 13, no. 6, December 1984, p. 687-707, bibl.

This study analyses the international flow of third-level students from developing countries to advanced countries from the perspective of the sending authorities in the developing countries. The magnitude of this flow can hardly be overemphasized; on the basis of a conservative estimate made in this article, the annual loss of foreign exchange entailed by this flow amounted to 17 per cent of the interest repayment on total external debts of the lesser developed countries (LDCs) in 1979, a sum which the developing countries themselves can hardly ignore. The demand for third-level education surpassing the supply in developing countries is one of the most important determinants of the flow of these students to the advanced nations. Expansion of developing country tertiary education, at the national or regional levels, could effectively divert some of the flow to local institutions. Furthermore, given the willingness and ability of the students to pay, as witnessed by the fact that the vast majority of them finance their own education abroad, the expansion of third-level education in LDCs could be funded substantially by user charges and student loan schemes.

310. Musnik, Isabelle. Student flows in higher education, 1970-1977. *Paedagogica Europaea: journal of educational research in Europe* (Braunschweig, Federal Republic of Germany), vol. 13, no. 1, 1978, p. 37-70.

This article aims to analyse some of the main trends in enrolment of the higher education systems in the following fifteen countries over the period of 1970-1977: Austria, Belgium, Denmark, Finland, France, Federal Republic of Germany, Greece, Ireland, Italy, the Netherlands, Norway, Spain, Sweden, Switzerland and the United Kingdom. A summary of recent trends is made of: total enrolments; new entrants; female students; and changes in subject choice. The author analyses factors underlying the trends, among them being: (1) developments in the macro economic system and, in particular, the rise of graduate unemployment; (2) the demographic factor; (3) changes in student flows/orientation within the upper secondary school; (4) revisions and alterations in policies of admission to higher education; and (5) the possible effect of policies on 'diversification'.

311. Overall picture of the distribution of foreign students in the countries of the Unesco European region. *Higher education in Europe* (Bucharest, European Centre for Higher Education), vol. 4, no. 2, April-June 1979, p. 13-17. [Also published in French and Russian]

312. Teichler, U. Trends in higher education with respect to student population. *Higher education in Europe* (Bucharest, European Centre for Higher Education), vol. 5, no. 2, April-June 1980, p. 24-34. [Also published in French and Russian]

This article presents analyses of the basic trends with regard to the student population in Europe, Canada, Israel and the United States in the 1970s. It refers to such issues as: growth of enrolment, female and adult student enrolment, diversity of institutions, distribution of students by field of study and foreign students. The article points out that in absolute figures such countries as the United States, France, Canada, the Federal Republic of Germany and the United Kingdom are the largest host countries, while in countries such as Switzerland, Austrian foreign students constitute more than 10 per cent of the total enrolment in higher education. In the years 1970-1975 the percentage of European foreign students in the European region had increased from 24.3 to 34.6 per cent.

313. Unesco. Office of Statistics. Division of Statistics on Education. *Statistics of students abroad, 1974-1978/Statistiques des étudiants à l'étranger, 1974-1978.* Paris, 1982. 275 p. (Statistical reports and studies/Rapports et études statistiques, no. 27)

INTERNATIONAL EDUCATIONAL REPORTING SERVICE

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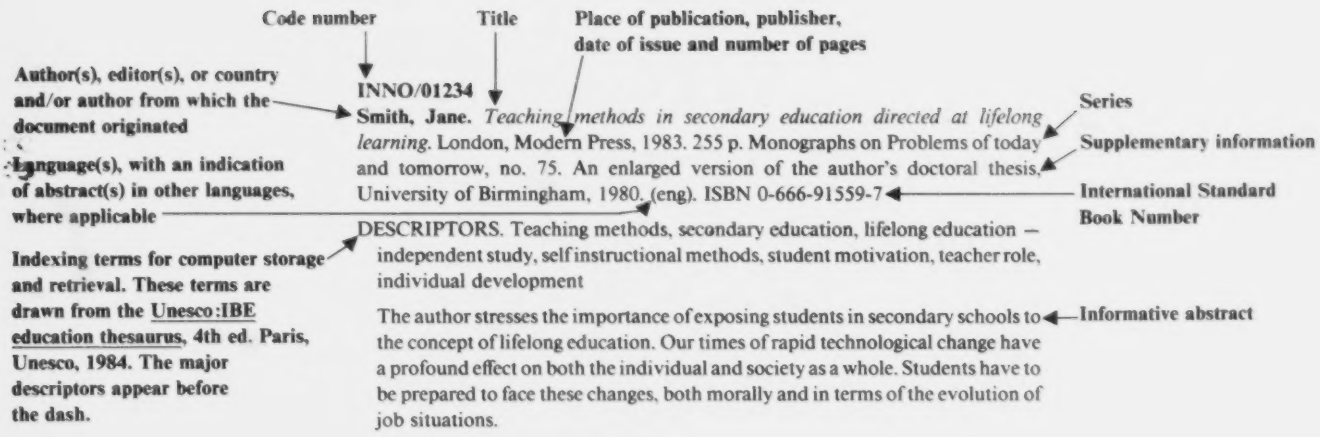
The awareness list is produced by computer from the IBE's data base — which is also available for searches in response to individual requests for information. Items are listed by their entry number in the data base. A subject and country index preceding the list provides access to the content through these code numbers. Sources where readers may obtain the announced documents and publications are listed after the subject and country index. Authors and editors are included in the main index at the end of the book. You will also find overleaf a sample entry that will facilitate the use of this section.

Sample entry


Code number
Title
Place of publication, publisher, date of issue and number of pages
Author(s), editor(s), or country and/or author from which the document originated
INNO/01234
Smith, Jane. Teaching methods in secondary education directed at lifelong learning. London, Modern Press, 1983. 255 p. Monographs on Problems of today and tomorrow, no. 75. An enlarged version of the author's doctoral thesis, University of Birmingham, 1980. (eng). ISBN 0-666-91559-7
Series
Supplementary information
International Standard Book Number
Language(s), with an indication of abstract(s) in other languages, where applicable
DESCRIPTORS. Teaching methods, secondary education, lifelong education — independent study, self instructional methods, student motivation, teacher role, individual development
Indexing terms for computer storage and retrieval. These terms are drawn from the Unesco:IBE education thesaurus, 4th ed. Paris, Unesco, 1984. The major descriptors appear before the dash.
The author stresses the importance of exposing students in secondary schools to the concept of lifelong education. Our times of rapid technological change have a profound effect on both the individual and society as a whole. Students have to be prepared to face these changes, both morally and in terms of the evolution of job situations.
Informative abstract

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The following list gives the names and addresses of the institutions where documents mentioned in the *IERS Awareness list* can be obtained. The addresses are presented by the entry numbers of the abstracts. Where an entry number does not appear in this list it is because the document in question is either available from a commercial publisher (who should be approached through a bookseller) or a Ministry of Education (where the information given is already sufficient as an address).

INNO/02283, 02310-02316, 02338-02339
Pergamon Press, Headington Hill Hall, Oxford OX3 0BW, United Kingdom

INNO/02284
University of Chicago Press, Journals Division, P.O. Box 37005, Chicago, IL, 60637, United States of America

INNO/02285-02286
ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA, 22210, United States of America

INNO/02287, 02292, 02317
The Unesco Press, 7, place de Fontenoy, 75700 Paris, France

INNO/02288-02289, 02293-02294
Martinus Nijhoff, Box 566, 2501 CN The Hague, Netherlands

INNO/02290
Bureau régional de l'Unesco pour l'éducation en Afrique, 12, avenue Roume, B.P. 3311, Dakar, Sénégal

INNO/02291
Arton's Publishing, 615 Clinton Street, Toronto, Ont. M6G 2Z8, Canada

INNO/02292 see INNO/02287

INNO/02293-02294 see INNO/02288

INNO/02296
Samecksha Trust, Skylark Building, 284 Shahid Bhagatsingh Road, Bombay 400038, India

INNO/02297-02298, 02331, 02346-02347
Centre for the Study of Education in Developing Countries, P.O. Box 90734, 2509 LS The Hague, Netherlands

INNO/02299-02301
ACO Project, GTZ, P.O. Box 54845, Nairobi, Kenya

INNO/02302, 02337
Unesco Regional Office for Education in Asia and the Pacific, P.O. Box 1425, Darakarn Building, 920 Sukhumvit Road, Bangkok 11, Thailand

INNO/02303
National Institute for Development, Research and Documentation, University of Botswana, Private Bag 0022, Gaborone, Botswana

INNO/02304, 02318, 02324-02326
International Council for Adult Education, 29 Prince Arthur Avenue, Toronto, Ont. M5R 1B2, Canada

INNO/02305
Women and Development Unit, Extra Mural Department, University of the West Indies, Cave Hill Campus, P.O.B. 64, Bridgetown, Barbados

INNO/02306
CARNEID Co-ordinating Centre, P.O. Box 423, Bridgetown, Barbados

INNO/02307, 02319-02321, 02323, 02327-02328
Carfax Publishing Co., Box 25, Abingdon, Oxfordshire OX14 1RW, United Kingdom

INNO/02308
Foundation for Education with Production, P.O. Box 20906, Gaborone, Botswana

INNO/02309, 02345
International Development Research Centre (IDRC), Box 8500, Ottawa, Ontario K1G 3H9, Canada

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FFHC/AD, FAO, Via delle Terme de Caracalla, 00100 Rome, Italy

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INNO/02329-02330
Peter Peregrinus Ltd., P.O. Box 8, Southgate House, Stevenage, Herts. SG1 1HQ, United Kingdom

INNO/02331 see INNO/02297

INNO/02332
Elsevier Scientific Publishing Company, P.O. Box 211, 1000 AE Amsterdam, Netherlands

INNO/02333
Commonwealth Council for Educational Administration, c/o Faculty of Education, University of New England, Armidale, NSW 2531, Australia

INNO/02334-02335
Centre for the Development of Human Resources in Rural Asia, P.O. Box 458, Greenhills, San Juan, Metro Manila 3113, Philippines

INNO/02337 see INNO/02302

INNO/02338-02339 see INNO/02283

INNO/02340
Zentrum für didaktische Studien e.V., Über der Worth 15, 3412 Nörten-Hardenberg 1, Federal Republic of Germany

INNO/02341
University of the Philippines at Los Baños, Information Exchange Center for Asia, College, Laguna E-3720, Philippines

INNO/02342-02343
Research Centre for Educational Innovation and Development, Tribhuvan University, Panipokhari, Box 2161, Kathmandu, Nepal

INNO/02344
U-Landsseminaret, P.O. Box 74, Blindern, N-Oslo 3, Norway

INNO/02345 see INNO/02309

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IERS AWARENESS LIST

INNO/02283
Jennings-Wray, Zellynne, D. *Implementing the 'integrated approach to learning': implications for integration in the curricula of primary schools in the Caribbean.* Oxford. p. 265–278. International journal of educational development; vol. 4, no. 4, 1984. (eng).

DESCRIPTORS: Jamaica; primary school curriculum; integrated curriculum; Caribbean — discovery learning.

Child-centred theories of education are highly recommended in Caribbean curriculum guides, and yet, this investigation into the implementation of an integrated approach to learning in Jamaican primary schools has revealed little evidence of child-centredness in the classroom. Pupil-initiated talk was minimal. Teachers dominated the lessons and posed few 'open' questions to stimulate the children's thinking. Although the integrated approach to learning led to more democratic staff relationships, the teachers' own inadequacies in terms of their knowledge competence, lack of resources and materials, inflexible prescribed curricula and restrictive examination procedures all served to undermine its effectiveness.

INNO/02284
Robertson, Claire C. *Formal or nonformal education? Entrepreneurial women in Ghana.* Chicago. p. 639–658. Comparative education review; vol. 28, no. 4, November 1984. (eng).

DESCRIPTORS: Ghana; girls enrolment; universal education; apprenticeship; school role; income — women; status.

This article explores the impact of universal primary education on women's economic activities in Accra, Ghana. More particularly, the author considers the role of formal education in informal education of Ghanaian girls in terms of their capabilities of earning income. One of the most important functions of women's education is seen as the promotion of the economy. Trading has been for a long time a women's occupation, for which they receive training through apprenticeships. This study compares the knowledge of marketing skills of 13 year old school girls and market girls. Differences in the sample were related to ethnic affiliation, residential patterns, educational background, occupation of parents and hours spent on trading by both groups. The main conclusion to be drawn concerning the impact of formal education on trading knowledge is that experience plus schooling is the preferred combination. There seems not to be an inverse relationship between the level of formal education and marketing knowledge, but rather a more complex interaction of the two, with mutual positive ramifications. It should be noted, however, that while formal education may have positive cognitive consequences, there are indications that it reduces not only school girls' present earnings, but also their future capabilities. Furthermore, formal schooling fosters lack of interest in trading as a career and encourages dependence of wives on husbands' income, which in turn explains the high dropout rate of girls. Therefore, formal education

does not reduce inequality but reinforces women's subordinate position.

INNO/02285
Lalor, Gerald C. *The University of the West Indies Distance Teaching Project. Report to the Advisory Council. ACEP 7.* Mona, University of the West Indies, 1983. 16 p. Available on ERIC microfiche ED 240 993. (eng).

DESCRIPTORS: Caribbean; distance education; materials preparation; telecommunication — course organization; university extension.

This report is concerned with the development and activities of the University of the West Indies Distance Teaching Project (UWIDITE), through which the University is continuing experiments on the use of telecommunications to extend its regional services. Preliminary studies have led to recommendations for a small system to be used for inservice teacher education for challenge examinations, agricultural extension and health training. The report lists UWIDITE programme development services and provides guidelines for the preparation of student materials for distance teaching programmes. These guidelines suggest inclusion of a general introduction as well as a course introduction, and describe course development techniques. The final section of the report is a synopsis of strategies to make effective use of interactive audio through humanizing the experience, grouping the participants, preparing course materials, encouraging discussion and making listening easier.

INNO/02286
McAnany, Emile G. *From modernization and diffusion to dependency and beyond: theory and practice in communication for social change in the 1980s.* 38 p. Keynote address presented at the Conference on International Communication and Agriculture, Urbana, Il., 1983. Available on ERIC microfiche ED 240 621. (eng).

DESCRIPTORS: communication; developing countries; cross cultural studies; social change; technological advancement —

Through a review of development literature, the author examines the changes that have occured in thinking about the role of communication in developing nations. He begins by surveying the theories of the past and then looks at the emergence of the dependency theory, examines paradigms as research complexes, and discusses theory and practice gaps in communications. He also looks to the future and to an integration of theory and practice. Among the topics discussed are: 1) the meaning of communication in development; 2) development priorities in the 1980s; 3) Third World communication priorities and expectations in the 1980s, including the role of the new technologies in development, new communication and cultural policies, and alternatives for democratization and participation; 4) potential areas of change in communication including the organization of people, areas of rural need, communication technologies and rural development; and 5) new paradigms and practices in the 1980s.

INNO/02287
Encouraging pupil achievement. Paris, Unesco. p. 345–409. Prospects; vol. 14, no. 3, 1984. (eng; also in ara, fre, spa).

DESCRIPTORS: primary education; educational wastage — school meal programmes; USSR; preprimary programmes; Czechoslovakia; UK; student evaluation.

This issue is devoted to the prevention of failure at primary school level. An attempt is presented to compare the main features of the internal operation of primary school systems throughout the world and their development between 1970 and 1980. The study adopts an empirical approach and aims to supply a general framework for the quantitative analysis of promotion, repetition and drop-out levels, and their implications for educational wastage and efficiency. To increase school attendance and enrolment, school feeding programmes are made available which aim at removing hunger or nutritional deficiencies in children. Although Western countries have taken measures to reduce educational difficulties, the problem does not seem to have been solved. Two areas in which the present trend in the situation has particularly important implications are the policies of equality of opportunity and the standard of basic education and training for citizens in a period of technological and social change. In the Soviet Union, an effort to develop physically strong and healthy, well-balanced, broadly educated individuals begins before they start to attend school, and continues very intensively in the early school years. In Czechoslovakia, special attention is given to the development of the child and reasons for failures which start at the pre-school age of development. Teachers and psychologists therefore concentrate their work in the kindergartens. In England and Wales, significant trends can be identified which provide for a more enlightened form of assessment.
These are: a) dissatisfaction with grading and the crude uses to which grades are often put, has generated a wide range of experiment into ways of describing accurately what students can do, recording strengths rather than weaknesses; b) the unreliability of judging students against each other, on evidence gathered during a few days in the summer of their seventeenth year; c) the difficulties inherent in selecting a small number of aspects of a subject to stand for all-round performance have stimulated a demand for students to be assessed across a wide range of skills and competences; d) problems with reliability and comparability of examinations have generated some understanding that examination grades are only approximate indications of achievement.

INNO/02288
Aho, Leena. *A Theoretical framework for research into environmental education.* The Hague. p. 183–191. International review of education; vol. 30, no. 2, 1984. (eng).

DESCRIPTORS: environmental education; values; cognitive development; ethical instruction —

The essential question in environmental education is the individual's relationship to his environment, both natural and man-made. The nature of this relationship is manifested in the way in which the individual acts with regard to his environment, and by what choices and decisions he makes in order to come to terms with it.

The crucial factors in these decisions are his values, which at the same time represent his cognitive, socio-emotional and ethical development.

INNO/02289
Recum, Hasso von. *The Identity crisis of educational planning.* The Hague. p. 141-153. International review of education; vol. 30, no. 2, 1984. (eng).

DESCRIPTORS: educational planning; theories — Germany FR.

As long as educational expansion was considered to be decisive for achieving economic growth as well as social and political equality, the prospects and merits of educational planning were rarely questioned. However, the failure of educational expansion to produce the desired results challenged the relevance of educational planning to such a degree that it is now suffering from an identity crisis. The author critically reviews traditional and contemporary approaches to educational planning, governmental planning activities, and the role of educational planning as a part of the political apparatus. Weighing up the possibilities and the limitations of educational planning, he stresses the need to build a new identity for it, in order to cope with the demographic, educational, economic and financial challenges of the 1980s.

INNO/02290
L'Enseignement des sciences et de la technologie en Afrique. Dakar, Bureau régional de l'Unesco pour l'éducation en Afrique. p. 39-210. Educafrica; no 10, juin 1984. (fre).

DESCRIPTORS: Africa; science instruction; science education — scientific concepts; Burkina Faso; girls enrolment; technical secondary schools; cost reduction; physics; educational quality; mathematics instruction; Ghana; environmental education; science programmes; out of school education.

This issue on science and technology teaching in Africa first examines questions related to the particular character of science and the mutual interaction between science and culture, and analyses implications for science instruction. Science education in Africa should aim at fostering endogenous development. It is important to know how African children perceive and learn sciences, and if their perceptions and way of learning constitute a barrier to the teaching of sciences in school. In Upper Volta, a centre for the training of young girls in home economics and rural occupations has been created. Training in this technical secondary school is closely linked to productive work which ensures the Centre's financing. Secondary science education, particularly physics, should be linked to rural development issues so that students who do not continue their education can apply their knowledge to the immediate environment. Mathematics instruction should be provided within the context of everyday life which would also alleviate the linguistic problems faced by African countries. Different curricula should be established for urban and rural schools. In Ghana, objectives of physics instruction should reflect the aims formulated for national education. At the lower levels of education, physics is integrated in science instruction; it is in the middle grades of

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secondary education that physics becomes a separate subject of study. There is a shortage of qualified science teachers. It would be desirable to produce the necessary equipment and materials locally. The Ghanaian education system is very examination-oriented.
Broader student evaluation methods should be designed. Economic growth and rapid social change also have an influence in Africa on the environment. For this reason it is important to integrate environmental studies into the school curriculum. These studies should aim at a sensibilization to the environment, as well as its preservation and improvement. Out of school science and technology education programmes should be provided for both the school population and the population in general. Finally, the general popularization of science and technology should be promoted.

INNO/02291
Kidd, Ross. *Reclaiming culture.* Toronto. p. 265-275. Fuse; vol. 6, no. 5, January/February 1983. (eng).

DESCRIPTORS: drama; ethnic groups; minority groups —

This is an account of the second Indigenous People's Theatre Celebration which was held in Peterborough, Ontario in 1982. It brought together theatre groups from all over the world. The Celebration was organized around four types of activity: performances, critique sessions, workshops and discussion groups. The performances included: traditional dances and songs and ritualistic ceremonies; newly created works incorporating indigenous myths and traditional performance elements; 'non-traditional' pieces dealing with the problems of urban natives; and drama on the struggles of native people. Indigenous theatre is seen as a source of identity and a tool against oppression.

INNO/02292
1985, International Youth Year. Paris, Unesco. p. 209-282. Prospects; vol. 14, no. 2, 1984. (eng; also in ara, fre, spa).

DESCRIPTORS: youth; youth problems; youth unemployment — adolescence; world problems; peace education; Germany FR; Sweden; socialization; Latin America; student participation; USSR; ecology; Hungary; Netherlands; ethnic groups.

The open file of this issue devoted to youth perception of certain major world problems introduces the International Youth Year (IYY), 1985. As regards youth research, there continues to be considerable interest in youth movements. In developing countries, research suggests that youth movements are frequently bound up with rural development; this is also true for socialist countries. A second area of youth research investigates transitional processes, i.e. studies on initiation rituals and on status attainment in relation to personal aspirations. The social and psychological marginalization of young people is a third issue of some importance. A fourth substantive area in youth research is that related to relationships between generations. The fifth area, essentially anthropometric, psychoanalytic and

psychological focuses on physical development and character processes. The ever widening reception of the ideas of peace by young people with different political, ideological and philosophical views, as well as by the broad youth movements, are distinctive features of the 1980s. Education for peace should be fostered not only within educational and cultural establishments but also within society as a whole. In Germany FR and Sweden, peace movements have attracted a high percentage of young people. In addition to disarmement, their concerns are directed at the sufferings of the majority of the world's people as well as ecological problems. Drastic changes in African society have had an important impact on the socialization of youth. Over a much longer period of time this is also the case in Sweden, where a market economy predominates. Here, young people seek a sense of living in a vacuum of leisure.

Youth unemployment aggravates the problem and young people do not have the opportunity to participate in socially useful work. In Latin America, youth is associated with student movement which has a long history, and has been at the origin of many social, political and cultural developments. There is a causal relationship between political systems and participation of all sectors of society. In Latin America, the political systems range from those opposing youth participation to those encouraging it as a revolutionary process. In USSR, a study was undertaken on young people's attitudes towards nature. It shows that the majority of young people display a high degree of social maturity in their assessment of the importance of the relationships between man and nature. An analysis of the labour market in Hungary shows that it has grown more difficult for young people to find employment commensurate with their educational qualifications, and a similar situation exists in terms of their career chances. The reason for this must be seen in the expansionist economic policy pursued during the 1960s and 1970s. The introduction of a worker-oriented employment policy would not only avoid educated underemployment but would also have beneficial effects on other social and economic problems. The degree of assimilation of youth from different ethnic groups in the Netherlands depends on various factors; ethnic revival is partly an answer to a lack of opportunity to improve one's socioeconomic position and a reaction to rejection and discrimination.

INNO/02293

Grisay, Aletta. *Analyse des inégalités de rendement liées au sexe de l'élève dans l'enseignement primaire ivoirien.* The Hague. p. 25-39. International review of education; vol. 30, no. 1, 1984. (fre).

DESCRIPTORS: Ivory Coast; primary school students; student achievement; sex differences; cultural factors —

A survey of achievement in primary education in the Ivory Coast shows that the results of girls are inferior to those of boys in all subjects and at all levels of schooling. It is suggested that the differences in achievement between the sexes are of a cultural origin. Analysis of factors associated with these differences seems to confirm this hypothesis: 1) society attaches less importance to the educational achievements of girls; 2) girls leave the circle of female members of the family less and have fewer opportunities to speak French, the language of instruction, outside school than boys; 3) the family education which girls receive itself imposes a

certain reserve (not to speak too much, not to make oneself stand out) which generates a passive attitude in class.

INNO/02294
Schôfthaler, Traugott. *Multikulturelle und transkulturelle Erziehung: zwei Wege zu kosmopolitischen kulturellen Identitäten.* The Hague. p. 11-24. International review of education; vol. 30, no. 1, 1984. (ger).

DESCRIPTORS: pluriculturalism; minority groups; social integration —

'Preserving cultural identity' and 'achieving social integration' are among the few universally accepted objectives of educational policy, and as the article shows, support two mutually-opposing positions. As a result, there has been a gradual devaluation of universal values, which is examined by comparing educational programmes for cultural minorities in the USA, Australia and the Federal Republic of Germany. The underlying cross-cultural dilemma is manifested in some desired and undesired effects of preserving identity and encouraging integration. On the one hand, promoting educational opportunities for cultural minorities contributes towards safe-guarding endangered cultural identities but also towards cultural segregation. On the other hand, not to adopt such promotional measures may facilitate social integration but only at the price of equality of opportunity. To resolve the dilemma, two strategies of intercultural education are discussed, which, although they are oriented towards cosmopolitical identities, are at the same time attractive to majorities and minorities in different ways. The so-called 'multicultural education' is directed towards expanding cultural knowledge generally, which in the case of minorities is achieved through additional development of new techniques of learning. The concept of 'transcultural education' differs from this insofar as it aims at changing the interpretative patterns and modes of thought of members of cultural majorities and minorities alike.

INNO/02295
Peiris, Kamala. Centre for the Study of Education in Developing Countries (Netherlands). *Tiny sapling, sturdy tree: the inside story of primary education reforms of the 1970s in Sri Lanka.* Oslo, Universitetsforlaget, 1983. 199 p., illus. Publication funded in part by CESO and The Norwegian Development Agency. (eng).
ISBN: 82-00-06189-2

DESCRIPTORS: primary education; primary school curriculum; educational reform; curriculum development; primary school teachers; inservice teacher education; teacher improvement; creative teaching; Sri Lanka — activity learning.

Reforms of primary education in Sri Lanka freed about seven thousand teachers from classroom teaching. This was due to the raise of admission of children to grade 1 from 5 to 6 years. It was decided to conduct inservice teacher education to improve teaching methods before undertaking changes in contents. The basic philosophy of the new teaching methods was defined as an attempt to provide love of learning as a lifelong activity by providing freedom to learn and making

learning meaningful. Children should be helped to discover their environment in a life-like setting through integrated work involving many subjects. Timetables should be flexible, and classes handled by one teacher who should ensure individual, group and class learning and undertake continuous assessment. A workshop for discussion of these ideas was organized for teachers already doing good work. The educational objectives to be achieved were further refined at this workshop. After the workshop, steps were taken to ensure the schools' support of active learning. School buildings, equipment and materials had to be changed to suit the new objectives. Inservice education of all primary school teachers, orientation of administrative personnel and briefing sessions for teacher educators were also provided. The syllabuses for each grade were produced year by year, based on insights gained from child development studies. However, the gaining of public support was insufficient. After a change of government, it was decided to re-admit children at the age of five and to use this year to give pre-school experience. Services of doctors were offered to train teachers in diagnosing common illnesses of children. To support pre-school education, parent education was extensively undertaken.

Difficulties encountered in the implementation of the reform were partly of an administrative nature, and partly due to misinterpretations of the curriculum, as for instance, in language and mathematics instruction. The most serious problem was the change of government and the resulting threat of a discontinuity of the curriculum development process. Many steps need to be taken to re-establish and maintain what goes on and to initiate new action. Areas which need improvement are the teaching of English and science and aesthetic studies. Rural schools should be supplied with teaching aids. Standardized procedures for continuous assessment of students should be established. A continuing dialogue with parents should be promoted. Clusters of schools supporting each other should be established. The strength of regional level workers should be enhanced, leading finally to decentralized curriculum development. There is also an urgent need to integrate the rural school with its environment.

INNO/02296

Kidd, Ross; Kumar, Krishna. *Co-opting Freire: a critical analysis of pseudo-Freirean adult education.* Bombay. p. 27-36. Economic and political weekly; vol. 16, no. 1/2, January 1981. (eng).

DESCRIPTORS: adult education; disadvantaged groups; participant involvement —

This article provides a brief overview of the historical circumstances in which Freire's work and concepts came to international attention. It then examines the application of Freirean pedagogy in some recent adult education work. It presents a theoretical model which explains some of the prominent socio-political and economic aspects of this work. It illustrates, through a case study of the functional literacy programme in Thailand (operated by World Education, Incorporated), how Freire's concepts were misused.

INNO/02297
Epskamp, C.P. *Evaluation of RNTC-project 'Training and Research with Regard to the Application of the Mass Media for Education and Information in Latin America and the Caribbean', part II. Case-study: La Voz de la Selva (Peru).* The Hague, Centre for the Study of Education in Developing Countries, 1981. 29 p. (eng).

DESCRIPTORS: Peru; radio; educational radio; disadvantaged groups — Latin America; mass media.

La Voz de la Selva in Peru was selected as one of the case studies for the evaluation of part II of the project, Training and Research with Regard to the Application of the Mass Media for Education and Information in Latin America and the Caribbean. This project was initiated by the Radio Nederland Training Centre. The Selva is an isolated area inhabited by rather westernized Indian tribal communities characterized by a diversity of autonomous languages and cultures. Economy of the area is underdeveloped. The level of education in towns is considerably higher than in rural areas, and higher among men than women. There is an intensive urban immigration among those with some education. The only cultural radio station is 'The Voice of the Jungle'. One of the forerunners of this station started a radio school in 1963 to teach people literacy and help improve their living conditions. After experiencing certain difficulties, a new programme was started in 1971, broadcasting tape recordings on life and culture of the people in the jungle. This programme was supplemented by a printed monthly bulletin which was distributed in the villages. However, due to lack of resources, the station had to close down in 1972. In 1963, the daily programme of another radio station consisted of a mathematics, English, and reading and writing course and an agricultural programme. This station also had to close down, but its fusion with the other station led in 1972 to the creation of 'La Voz de la Selva'. The aim of this station was to stimulate among the people in the jungle the awakening of a critical consciousness as regards their conditions of life and to take action to change these conditions. The intention was also to engage people in a process of self-education and participation.
However, in 1975, due to lack of resources, the broadcasts had to be limited. In 1980, the station was reorganized and its cultural objectives more clearly defined.

INNO/02298
Epskamp, C.P. *Evaluation of RNTC-project 'Training and Research with Regard to the Application of the Mass-Media for Education and Information in Latin America and the Caribbean', part II. Case-study: Escuelas Radiofónicas de Ecuador (ERPE).* The Hague, Centre for the Study of Education in Developing Countries, 1982. 32 p. (eng).

DESCRIPTORS: Ecuador; educational radio; literacy programmes; basic education; disadvantaged groups — Latin America; mass media.

The Escuelas Radiofónicas Populares de Ecuador (ERPE) were selected as one of the case studies for the evaluation of part II of the project, 'Training and Research with Regard to the Application of the Mass-Media for Education and Information in Latin America and the Caribbean'. This project was initiated by the Radio Nederland Training Centre (RNTC). ERPE are situated in the impoverished

agricultural province of Chimborazo in the centre of the highland. Urban immigration is high. The majority of farmers consist of native groups which are not organized. Premature school leaving is a great problem. Since its creation in 1963, ERPE devoted its broadcasts to literacy programmes and raising of social consciousness, as well as programmes of an informative and recreational nature. In 1977, it switched from the original literacy activities to the 'Sistema de Teleducacion'. These radio lessons which offer basic education are accompanied by printed bilingual materials. Community groups are assisted by a local co-ordinator, but students progress at their own pace. The lessons consist of instruction in mother tongue, mathematics, and natural and social sciences. RNTC provides training and support to ERPE staff through the organization of seminars, campaigns and evaluative research.

INNO/02299
Dioh, Sylvester, N., ed.; Quansah, Kofi B., ed.; Sachsenmeier, Peter, ed. African Curriculum Organisation (Nigeria); German Agency for Technical Co-operation (Germany FR). *ACO basic training course in systematic curriculum development. Course 1: General background to curriculum development in Africa.* Nairobi, ACO/GTZ Course Team, Kenya Institute of Education, 1983. 44 p. (eng).

DESCRIPTORS: Africa; manual; curriculum development; educational development —

This manual on curriculum development in Africa traces educational development on the continent since the Second World War. It gives particular attention to the plans drawn up by the Conference of African States on the Development of Education in Africa held in 1961 in Addis Ababa. The inventory of needs established by the Conference included adult education, girls schooling, higher education geared to the production of high-level manpower, teacher education and curriculum reform. The immediate consequence of the Addis Ababa Conference decisions was a rapid expansion of the educational systems in all African countries. However, the relevance and quality of education did not keep pace. High wastage at the primary school level existed. The Nairobi Conference held in 1968 focused its attention on educational planning and the training of educational planners and managers, especially for primary education. Importance was also given to curriculum development and evaluation. It is in this light that the Lagos Conference of 1976 discussed the problems raised by the renewal of systems and the need for curriculum reform. Such a reform should aim at inculcating cultural identity and should promote African languages as the media of instruction. Other developments in the 70s are related to adult education and youth programmes, training of curriculum specialists, environmental education programmes, as part of the school curricula and nonformal education.

INNO/02300
Dioh, Sylvester N., ed. ; Quansah, Kofi B., ed.; Sachsenmeier, Peter, ed. African Curriculum Organisation (Nigeria); German Agency for Technical Co-operation (Germany FR). *ACO basic training course in systematic curriculum development. Course 2: Introduction to methods and processes of curriculum development and evaluation.*

Nairobi, ACO/GTZ Course Team, Kenya Institute of Education, 1983. 175 p. (eng).

DESCRIPTORS: Africa; manual; curriculum development; curriculum evaluation — educational objectives.

This manual is intended as an introduction to methods and processes of curriculum development and evaluation. After outlining basic curriculum questions, it explains how to formulate educational objectives. Based on experiences in different countries, the manual gives examples of translating national goals into educational programmes. It then introduces concerns that determine learning needs, e.g. philosophic, economic, demographic and political considerations. The manual also outlines the organization of areas of knowledge in the curriculum.

INNO/02301

Dioh, Sylvester N., ed.; Quansah, Kofi B., ed.; Sachsenmeier, Peter, ed. African Curriculum Organisation (Nigeria); German Agency for Technical Co-operation (Germany FR). *ACO basic training course in systematic curriculum development. Course 3: Instructional media, 1.* Nairobi, ACO/GTZ Course Team, Kenya Institute of Education, 1983. 100 p. (eng).

DESCRIPTORS: Africa; manual; materials preparation; educational media; materials selection —

This course has been designed to provide the necessary skills and knowledge in the area of instructional media for curriculum developers. The approach taken in this course is to provide adequate knowledge which a curriculum developer in Africa requires to make a reasonable and responsible media decision based on the needs of the educational objectives of his nation, taking into account the resources available. Emphasis therefore is on the development of a proper relationship between educational objectives and relevant support media systems. This part of the course introduces important theoretical concepts and also provides a general background to instructional media. It outlines a systems approach to the selection and use of media. The course deals with educational technology in Africa and other developing countries, and examines the influence of imported technology on the use of media in Africa. It outlines the role of accompanying material in support of broadcasts, and describes the development of educational radio and television in Africa.

INNO/02302

Science education in Asia and the Pacific. Bangkok. XVII, 498, LI p. Bulletin of the Unesco Regional Office for Education in Asia and the Pacific; no. 25, June 1984. (eng).

DESCRIPTORS: Asia; Oceania; science education — primary school science; science instruction; curriculum development; science equipment; educational technology; teacher education; out of school activities; educational innovations; Korea R; India; Philippines.

This issue presents reports on science and technology education in the countries of the Asian and Pacific regions. Most countries have national science policies; in a few, the importance of science education is specifically mentioned. In primary education, science is taught as a core subject in all countries, but not necessarily from the very first grade. Time alloted to science instruction at this level varies, as well as time provided for practical activities and the study of the local environment. Almost all countries report a shortage of resources. Approaches to science education at secondary level are academic and subject-oriented, especially at upper level. The design, development, production and financial provision of science equipment continue to be major constraints in a large number of countries. As regards educational technology, the situation is even worse, the lack of suitable software being particularly felt. However, there are some pilot projects on the use of computers in support of science education. All countries agree that the training, retraining and continuing education of science teachers are fundamental for the success of science education programmes. The qualifications prescribed for primary school teachers differ from country to country; for secondary school teachers, most countries prescribe a university degree with professional training. Almost all countries have undertaken inservice teacher education in a variety of programmes. Most countries have programmes for out-of-school science and technology education, but most of these are designed to support the existing school science programmes through enrichment activities, rather than being aimed at the population in general. They include science clubs, fairs, exhibitions, talent searches and olympiad competitions, as well as community schools based on local crafts and technologies. Most of the countries undertake research on science education and implement innovations. The Republic of Korea established policy guidelines for laying a foundation for a nationwide movement for the popularization of science. For an effective delivery of science education, India identified four target groups (formal school population, out-of-school children and youth, the work force including the illiterates, educated section) at which different science programmes are directed. Various attempts have been undertaken around the world to provide science for all at the school level. However, not all attempts were successful. The Science Education Center of the University of the Philippines launched in 1977, community based projects.

INNO/02303

Parsons, Q.N. *Report on the Botswana Brigades, 1965-83.* Gaborone, National Institute for Development, Research and Documentation, University of Botswana, 1983. 79 p., appendixes. (eng).

DESCRIPTORS: Botswana; vocational training; on the job training; school leavers; cost reduction; programme evaluation —

The first Botswana Brigade was founded at Serowe in 1965 as an alternative to secondary education. It aimed to make rural builders out of otherwise unemployed primary school leavers by on the job training and covering costs through production. Since then, the Brigade movement has spread to twenty other centres in the country, and has become diversified with training and production units, and units engaged in community services. After a period of financial crisis, the Brigade movement is by 1983, set to expand again, particularly in self-sufficient production

and community services. This is the first comprehensive report on the Brigade movement as a whole, set against the general development of Botswana, from its origins before 1963 to its prospects beyond 1983. The report itself is the final product of a Brigade's evaluation project at the National Institute for Research between 1980–83.

INNO/02304
Cervinskas, Jenny. *Organizing for health: a popular report of the study on the role of adult education in community involvement in primary health care.* Toronto, International Council for Adult Education, 1984. 56 p. (eng).
ISBN: 0-919971-03-2

DESCRIPTORS: health activities; community participation; adult education — case studies; Canada; Chile; India; Indonesia; Nicaragua; Philippines; Senegal; Tanzania UR; Venezuela.

This booklet is an outcome of a conference which analysed findings from nine case studies on the role of adult education in community involvement in primary health care. The conference discussed the form such education might take, methods, obstacles and results. Primary health care presupposes social justice, the redistribution of power, and self-reliant individuals and communities. People's involvement is both philosophically and practically essential, as is government support. The orientation and training of health workers must be based on equal, horizontal relationships between facilitator and learner. It is important to build on local beliefs and values as well as to overcome cultural barriers to health activities. Primary health care is most effective when related to other aspects of development. Adult education informs people about both problems and solutions, and helps the community gain access to health activities.

INNO/02305
Ellis, Pat. *Getting the community into the act: 72 participatory activities for field workers and trainers.* Bridgetown, Women and Development Unit, Extra Mural Department, University of the West Indies, 1983. 1 folder. (eng).

DESCRIPTORS: manual; training programmes; participant involvement; women; participation —

This training manual outlines participatory activities which aim at integrating women in the development process. The activities in the manual have been used over the last three years in a large number of training workshops, and with a wide variety of groups throughout the English-speaking Caribbean. The various sections highlight the key concepts with which development workers (fieldworkers, change agents) must be concerned if they are to facilitate the process of development and change, whether in the individual or in the wider society. Under the title 'Understanding people', part one of the manual contains the following sub-sections: getting acquainted and expectations; personal development; attitudes; communications; working with groups. Part two, 'Involving the community',

comprises the following sub-sections: community development; needs assessment; programme planning and evaluation.

INNO/02306
CARNEID. Consultation Meeting, 2nd, Haiti, 1984. *Country papers.* Bridgetown, CARNEID, 1984. 73 p. (eng).

DESCRIPTORS: Caribbean; educational innovations; educational reform; educational programmes —

The country papers presented to the Second Consultation Meeting of CARNEID describe innovatory programmes initiated during the last few years. Innovations in the region occur at all levels of the educational systems. The papers outline the various activities undertaken, the problems encountered and the assistance expected from CARNEID in the execution of the programmes.

INNO/02307
Education and the diversity of cultures. Abingdon, Oxfordshire. p. 131–239. Comparative education; vol. 19, no. 2, 1983. (eng).

DESCRIPTORS: pluriculturalism; plurilingualism; minority groups; immigrants; migrant education; UK; Spain; Belgium; Sweden; Latin America; Chile — decentralization.

This special number on diversity of cultures traces historical background and recent developments in the education of minority groups and immigrants in Europe and Latin America. Scotland has been a multi-lingual and multicultural society throughout its history. With some exceptions, few schools have done much to help minority groups to develop their own cultures. In recent years, there has been some shift of attitude, but this has been hampered by a lack of clear policy. Furthermore, the Scots' own ambiguous position within UK explains their defensiveness towards any other culture. In Wales, bilingual schools are now well established, and nursery groups and adult classes in Welsh have been arranged. University colleges also offer courses through the medium of Welsh. The Spanish Constitution of 1978 recognizes the right to autonomy of the nationalities and regions of the country. The new autonomous order entailed a decentralization of the Spanish educational system, with a transfer of educational services and institutions from the central administration to the autonomous communities. In Belgium, the achievement of regionalism and the peaceful coexistence of Flemings and Walloons were long impeded by the predominant position occupied by the French language. After various laws on language policy, both linguistic groups opted for English as the second language of instruction. In 1971, the principle of cultural autonomy for the two main linguistic communities was accepted. Educational policies in England and Wales towards New Commonwealth immigrants and their children can be divided into those responding primarily to socio-economic disadvantage and those relating to cultural pluralism. In the first case, a rather mild assimilationist policy has been pursued.

In the second, there has been a muted and qualified recognition of cultural pluralism since the late 1970s. The main commission report on immigration affairs in Sweden came out in 1974. Its overall goals are the promotion of equality, the promotion of freedom to choose whether immigrants wanted to maintain their cultural and linguistic identities, and the increase of mutual understanding and solidarity among minority groups, and between minority and majority groups. Based on these general proposals, legislation was passed in 1976 on steps to be taken for the education of immigrants. In some situations in Latin America, education has been the social tool for class differentiation; in others, it has been considered an individual right for citizenship. At present, education is considered as a means for the economic development of society. The concept of education as an individual right complemented with its social dimension has been, in the case of Chile, a means of uniting the country and avoiding social disparities. In the province of Milan, Italy, an experimental project of the European Community was conducted on the integration of upper secondary schooling with work experience. The uncertainty and changing character of present times demand the study of plurality in education.

INNO/02308

Rensburg, Patrick van. Foundation for Education with Production (Botswana). *Looking forward from Serowe.* Gaborone, The Foundation for Education with Production, 1984. 137 p., illus. "A special supplement to the journal 'Education with production'" (eng).

DESCRIPTORS: Botswana; secondary schools; work experience programmes; cost reduction; on the job training — development education; cooperatives; government role; public support.

This is a review of the alternative approaches to educational development initiated by the author in Botswana during the last 20 years. The projects included Swaneng Hill School, the Brigades in Serowe, the Swaneng Cooperative Society (and its offshoot, the Tshwaragano Hotel), and Boiteko, further north, the Shashe River School and its associated Brigades. Brigades are on-the-job training programmes, in which production is a vehicle of practical training and a source of income to help cover the costs of the programme. Swaneng Hill School, a secondary school launched in 1963, had as its objective, to provide education for all and to enable everyone to be productive. The building was constructed and maintained by the students. The involvement of students in useful constructive work led two years later to the creation of Brigades. Participatory involvement of students in decision-making and community life was also the underlying idea of the Shashe River School. In 1966, the Brigades were extended to cover other trades. The schools and the Brigades formed a common complex in which development studies represented a key subject. The Boiteko project was initiated in 1969 as a model of a rural development programme, designed to provide education, training and self-employment to the poorer sector of the community who had little education. The Swaneng complex attracted a great deal of public support, but government support was always ambivalent. Student resistance to the work programmes was a small scale reflection of the enclave development contradictions in society at large.
Realizing that not secondary education, but training in the Brigades provided a means to the oppressed to uplift themselves, the author withdrew from Swaneng

Hill and concentrated his efforts in the Brigades where he improved management, staff and production. To ensure replication of Brigades, it was also necessary to develop collective self-employment programmes. A financial crisis, rooted in the accumulating annual shortfall between subsidies and production income on the one hand, and the costs of training, administration and production outlays on the other, together with government criticism, represented a serious impedement to the Brigades' activities. Furthermore, the Brigades' mission had been killed by managers and other senior staff from richer and petty bourgeois backgrounds. Finally in 1983, the movement collapsed completely. Boiteko's decline was due to unequal productivity and income expectations of its members. The Consumer Cooperative which was losely associated with the other Serowe projects and made benefits for about 12 years, has made losses for the last five years because it was up against the interest of the rich cattle-owners who became traders. In conclusion, the author believes that despite all these drawbacks, the country is again in an economic situation to allow for the revival of alternative action in which the oppressed are drawn in a process of participation.

INNO/02309

Arbad, Farzam. International Development Research Centre (Canada). *Rural university: learning about education and development.* Ottawa, IDRC, 1984. 71 p., illus., tables. (IDRC-231). (eng).
ISBN: 0-88936-427-3

DESCRIPTORS: Colombia; rural education; rural population; rural development; training; extension agents; college programmes; community development —

This account of an experience in rural education and development stems from a small group of professors from the Universidad del Valle in Colombia, who, in 1974, created a rural university, FUNDAEC (Fundación para la Aplicación y Enseñanza de las Ciencias). Using an integrated approach to development, FUNDAEC aims at involving itself in all aspects of community life, particularly at inculcating knowledge to the poorest segments of the population, as well as seeking their participation. Three types of activities have been seen as having special importance in this respect: 1) the development of human resources, using formal and nonformal methods; 2) the adaptation and propagation of technology; and 3) community organization. In addition, the staff and the students of FUNDAEC try to attract and channel resources for the development of infrastructures of rural areas. In about a decade, FUNDAEC had grown from a small educational programme into a well-established and stable institution. The response of the population of the region to the concepts and the plans of the rural university continued to be positive, and each village was gradually increasing its participation. The rural university, more than a place, was a social space in which the learning process of a rural people about their own development could be systematically pursued. The basic strategy emerging during the work in the villages implied: continuous study of the processes of community life, such as production in small farms; production (usually of animals) in small units by those who do not posses land for farming; technological support to production through activities such as processing of agricultural products, construction, or the repair of tools; marketing and the flow of money and goods; development of human resources; socialization

and child education; decision-making; and flow of information.
For each of these processes, a corresponding 'learning process' was set in motion in an increasing number of villages, to look for alternatives and to influence the direction of development. The underlying assumption has been that these 'learning processes' can generate social forces within the rural population to counteract the present forces of disintegration. The future plans at FUNDAEC are for the consolidation of work in the region, and expansion to other peasant populations. Training for promoters of rural well-being through the tutorial system (SAAT) is expanding rapidly in a few neighbouring regions. Some 90 units of course work constituting the entire rural secondary school curriculum are being finalized, making the transfer to the official rural system in many parts of the country a real possibility. Increasingly, grassroots organizations are approaching FUNDAEC with special interest in SAT, and some of the results of the process of the search for small-scale production systems.

INNO/02310
Gabriel, Tom. *Another development training programme? Education for practical engagement in extension and development work.* Oxford. p. 305-311. International journal of educational development; vol. 3, no. 3, 1983. (eng).

DESCRIPTORS: extension agents; training; developing countries —

Current development education in UK usually offers participants from developing countries studies of what development is, or should be. These programmes are well suited to the needs of higher-level planners or policy researchers. They are a marked contrast to the urgent need for knowledge of, and skills required for the undertaking of planned economic and social changes. This paper suggests a possible route towards a practical, professional training for middle- and lower-level personnel engaged in managing development and extension services. The paper briefly notes the lack of educational programmes aimed at practical training and middle-level staff in Britain, and the role of education in the process of development. Current difficulties for locating these programmes in the developing countries themselves are discussed, and the outline for a suitably practical programme, initially based in Britain, is proposed.

INNO/02311
Allison, Christine. *Constraints to UPE: more than a question of supply?* Oxford. p. 263-276. International journal of educational development; vol. 3, no. 3, 1983. (eng).

DESCRIPTORS: universal education; primary education; enrolment; educational demand; Botswana — educational benefits.

The traditional approach to universal primary education (UPE) in developing countries has emphasized supply factors of schooling systems, which have no doubt played an important part in encouraging the growth of enrolment ratios during the past two decades. However, the profile of absentees from school, and the disproportionate enrolment of boys and girls in school suggests that this approach

is unlikely to achieve full UPE. The paper calls for consideration of demand factors which may prevent children from attending school. Focusing on the household as the relevant unit, it examines the costs incurred when a child attends school in the developing world, and the benefits to be gained from school attendance. The paper then goes on to consider the case of Botswana, where, within the context of the goal of UPE, the government is investing vast resources in the expansion and improvement of the primary school system. Yet substantial numbers of children, boys in particular, continue to be absent from school. After an analysis of the demand factors which prevent children from attending school in rural Botswana, the paper concludes with a discussion of the additional policies the Botswana government might find necessary to employ in order to achieve full UPE.

INNO/02312
Wanasinghe, Jayampati. *The Concept of cluster schools and its relevance to educational development in Sri Lanka.* Oxford. p. 247-252. International journal of educational development; vol. 3, no. 3, 1983. (eng).

DESCRIPTORS: Sri Lanka; educational reform; democratization of education; consolidation of schools —

The 1981 White Paper in Sri Lanka proposes a reallocation of resources to poor, rural schools grouped into administrative units to serve a geographic area and to share resources. The focus of the cluster is the core school which will have superior facilities to be utilized by the other schools, and which will be headed by a principal who will act as executive head of the cluster. A school cluster is expected to have a student enrolment of 3.000 — 5.000. It will comprise 10 — 14 primary, secondary and collegiate schools. Based on evidence gained from 19 pilot projects, the author critically assesses the feasibility of the cluster system in the Sri Lanka situation. He doubts whether the stated goal of equality of educational opportunity will be achieved by this system.

INNO/02313
Alexander, D.J. *Problems of educational reform in Zambia.* Oxford. p. 203-222. International journal of educational development; vol. 3, no. 2, 1983. (eng).

DESCRIPTORS: Zambia; educational reform; educational development; democratization of education; rural development; rural population — rural extension; workers education.

This article outlines educational developments in Zambia since its independence and examines attempts at reform of the education system. The majority of the population benefited little from the revenue of the copper industry which dropped in 1975. Human capital and manpower planning approaches influenced government policy and had a detrimental effect on the vast majority of the population. They also created an inegalitarian education system tied to the selection requirements of the modern sector of the economy. The nature of the development adopted reflects

the interests of dominant urban minority groups wishing to maintain their social and economic positions. Zambia has a vast potential for increased agricultural production, and it is only through this sector that employment and increased standards of living for the majority of the people may be achieved. The 1976 draft statement of reform which aimed at significant changes of the inegalitarian and pyramidal educational system, and which was based on beliefs of socialist transformation, was rejected by the 1977 document. Central to the 1976 reform were the objectives of the integration of work and study, and the provision of ten years compulsory education for all. The 1977 reform has left the education system little changed; it maintained the pyramidal structure and the school leaver problem remained. In the much needed rural regeneration, the work of agricultural extension agents could have an impact if accompanied by provision of necessary infrastructure for rural development. The further development of the Agriplan (1979–1981), a decentralized and flexible project which was directed at the rural poor, was held up by dominant political and bureaucratic interests. As regards workers' education, a modular system has been developed aiming at different levels of workers.

INNO/02314
Irizarry, Rafael, L. *Technological dependence and the failure of educational institutions to support development.* Oxford. 163–181. International journal of educational development; vol. 3, no. 2, 1983. (eng).

DESCRIPTORS: developing countries; economic development; school industry relationship; human resources development; manpower development; scientific manpower; industrialization —

It has repeatedly been pointed out that educational institutions have failed to support economic development in developing countries, particularly to provide the occupational skills and research knowledge in science and technology required by the productive sectors of the economy. The causal factors of this failure have been attributed to institutional deficiencies and traditionalism of backward societies where desk jobs and independent professions enjoy higher esteem than technology-related occupations. This paper argues that such educational patterns are rooted in the structures of dependency of developing countries. First, employment is concentrated in the non-productive services sector of the economy, where desk jobs abound. Second, dependent industrialization entails the predominance of external linkages of industry to developed countries, and technological dependency both in its organic and intellectual components. Industry in developing countries does not carry out the more complex technological operations of the production cycle or research and development activities for new technology, both of which are done in developed countries. In the absence of this activity, educational institutions cannot learn nor keep abreast of the modern technological knowledge and processes required for the job industry.

INNO/02315
Youngman, Frank. *The Training of adult education personnel in Botswana.* Oxford. p. 129–138. International journal of educational development; vol. 3, no. 2, 1983. (eng).

DESCRIPTORS: Botswana; adult educators; teacher education; inservice teacher education —

The article provides a case study from Africa on the issues involved in training adult education personnel. It describes the social and organizational context of adult education in Botswana as the background to a discussion of training needs. A quantification of full-time adult education posts is presented to give an indication of the scope of these needs. The provision of training is then analysed in terms of four different types — initial, middle level, advanced and inservice. The need for more systematisation and coordination is identified, and a central role for the University is suggested. The content and methods of training are considered, and the central question of the impact of training raised. It is argued that the effectiveness of training must be assessed by a three dimensional analysis which illustrates the personal competence of the adult educator within an organizational and socio-economic context. Finally, research and evaluation are advocated as essential in two respects. First, in order to develop the knowledge-base concerning the theory and practice of adult education in Botswana on which to provide the content of courses. Second, in order to analyse the training programmes themselves. The article concludes by suggesting a framework for the future development of training for adult educators in Botswana.

INNO/02316
Hoppers, Wim H.M.L. *Youth, apprenticeship, and petty production in Lusaka.* Oxford. p. 113–128. International journal of educational development; vol. 3, no. 2, 1983. (eng).

DESCRIPTORS: Zambia; apprenticeship; small scale industry; urban areas; out of school youth —

The article analyses the nature of apprenticeship in the petty sector of Lusaka, Zambia, and its value partly for producers in the small workshops, partly for out of school youth who are currently its main clientele. The poorer youth in particular attempt to utilize this training as an alternative route toward more rewarding work positions in the economy. It is argued however, that contrary to the early 1970s, youths even with apprenticeship training have great difficulty in entering the more profitable levels of petty production, and that apprenticeship itself has turned into a mechanism for the recruitment of semi-wage labour, enabling workshops to survive under adverse economic conditions.

INNO/02317
Aid strategies and educational development. Paris, Unesco. p. 429–513. Prospects; vol. 13, no. 4, 1983. (eng; also in ara, fre, spa).

DESCRIPTORS: multilateral aid; bilateral aid; technical assistance; educational

development; developing countries — UNICEF; Unesco; IBRD; Kenya; China; Peru; study abroad.

This open file deals with aid strategies and educational development. It identifies key issues in the external financing of education in developing countries: 1) divergent views on external assistance and its benefit for the Third World; 2) the productivity of educated manpower; 3) levels of funding, especially in periods of economic recession; 4) the internal efficiency of education and the conflict between cost and quality; 5) the relevance of the curriculum; 6) the question of equity in educational policy; and 7) the donor-recipient relationship. Decisions concerning technical assistance should be taken by the borrowers. Training should impart knowledge and skills relevant to real-life situations. In promoting educational development, borrowers and lenders have an opportunity to search for appropriate areas of collaboration. This search requires an openness to new problems and an alertness to changing approaches to educational development as the borrower moves through stages of development, and as shifts occur in the emphasis of the lender's interests. Diversity in reporting systems of donors excludes a global view regarding international cooperation benefiting different levels and types of education in the least developed countries (LDC). While international cooperation can assist in increasing the national and local capacity for providing opportunities to selected, under-privileged groups, it can do very little to increase educational demand. Indigenous knowledge systems in LDCs should be supported, while use of imported knowledge should be assessed. There have been trends to finance local personnel and locally produced materials.
With a small reallocation of resources in 1990, and concentrating aid on primary education, the cost of enrolling almost 50 million primary pupils could be financed from international cooperation. Since 1980, UNICEF educational assistance has been geared towards reform of primary education, increased collaboration with funding organizations and programmes for the underserved. In general, the World Bank emphasizes in low-income countries, the development of low-cost basic education. In middle-income countries, educational quality is emphasized, and with it the expansion of facilities to meet the needs of an increasingly sophisticated economy. Priorities in Kenya for the 1970s are basic education and rural development to overcome unemployment. The World Bank's lending operation in China, begun in 1980, is intended to increase the enrolment of science and engineering students, introduce graduate degree programmes, improve the quality of teaching and research and strengthen the management of universities and of the University of Education. Since 1960, the Ford Foundation has provided funds to Peru for study abroad at the postgraduate level.

INNO/02318
Ezlomah, Chimah. *Educational radio programme for nomadic people.* p. 59-64. Convergence; vol. 16, no. 3, 1983. (eng; also in fre, spa).

DESCRIPTORS: Nigeria; educational radio; ethnic groups —

Radio broadcasts can represent an important contribution to the education of nomads if certain conditions are met. The article presents an evaluation of a project carried out in the Plateau State in Nigeria where only a few nomads have

listened to the programme though 71% of them owned radios. The conclusions indicate that the following conditions must be met if educational radio is to bear fruit: create a dialogue between nomads and producers on questions related to the life of nomads; use the market place where nomads gather for small group discussions and learning of results of various experiences; ensure that technicians on the spot inform nomads in advance about time and subject of broadcasts.

INNO/02319
Zajda, Joseph. *Recent educational reforms in the USSR: their significance for policy development.* Abingdon, Oxfordshire. p. 405–420. Comparative education; vol. 20, no. 3, 1984. (eng).

DESCRIPTORS: USSR; educational reform; polytechnical education; secondary education; comprehensive schools; higher education —

The years between 1964 and 1984 could be regarded as the transitional period in Soviet education during which the school curriculum vacillated between the academic and the vocational. After various decrees, the most detailed document was issued on 4 January 1984. The CPSU Central Committee's Draft, 'Basic guidelines for reform in the general education and vocational schools' represents the culmination of a whole series of reforms in educational policy and curriculum planning — the main focus being on polytechnisation and bringing the general education school and the vocational school closer together. Work education is one of the most significant aspects of the teaching process. The new structure comprises 4 years of elementary education, 5 years of incomplete secondary and 2 years of combined secondary education. Grades 8–11 will offer additional specialisation, and there will be only one type of vocational school. School programmes, textbooks and teaching methods will be reevaluated. The polytechnical aspect of schooling will be emphasized by means of practical and laboratory sessions. The overloading of school programmes is to be avoided, and a greater variety of teaching methods is recommended. A decree on reform of teacher education was issued in May 1984. Ideological education is an important part of higher education. The most ideologically significant outcome of reforms of higher education was the introduction of the All-Union examination in scientific communism.

INNO/02320
Singhal, Sushila. *The Development of educated women in India: reflections of a social psychologist.* Abingdon, Oxfordshire. p. 355–370. Comparative education; vol. 20, no. 3, 1984. (eng).

DESCRIPTORS: India; womens education; girls enrolment; women; status — women workers.

Educational development in India in the post-independence period has been phenomenal and has entailed the increase of enrolment and different social representation of women in educational institutions. This paper examines the position of women in educational development, the patterns of employment of

educated women and the emergent socio-psychological perspectives within which research may be undertaken.

INNO/02321
McGinn, Noel; Street, Susan. *Has Mexican education generated human or political capital?* Abingdon, Oxfordshire. p. 323-338. Comparative education; vol. 20, no. 3, 1984. (eng).

DESCRIPTORS: Mexico; educational output; economic development; government role; political issues —

This paper proposes the evaluation of the contribution of the public educational system to the economic development of Mexico during the past 30 years. Two views on education and economic development are contrasted in the paper. The current dominant perspective argues that through schooling, individuals increase those skills and attitudes essential for productivity. Investment in education is said to generate or form human capital that contributes to development. The author's view is that in addition to direct contributions to production, education contributes through the facilitation of political domination by a state with economic development objectives. Education generates political capital that can be used to produce and reproduce relationships of power that enable the state to reach its objectives. They argue that in Mexico, education's contribution on the margin, has been to produce and reproduce the state's ability to maintain an inegalitarian social structure by excessive concentration of wealth and income. That is, education's principal role has been political rather than human capital generation. One outcome has been an economy characterized by inefficiency and increasing domination by foreign interests.

INNO/02322
Rural women. Rome, FAO. 50 p. Ideas and action; no. 158, 1984. (eng; also in fre, spa).

DESCRIPTORS: women; rural population; rural development; developing countries — Morocco; Colombia; women workers; Zimbabwe; Burkina Faso; South Asia; Pakistan; Chile.

Not only have development efforts failed to improve rural women's life, but they have had detrimental effects upon them. The results of this are felt not only by women, but in the long run, also by their families and communities. The standard of living, and health and nutritional levels of the whole community are lowered. Articles in this issue illustrate this situation, examine how to improve it, and deal with women's contribution to rural development. With colonialism, not only were women's control and access to resources for subsistance gradually taken away from them as a result of western and male concepts of ownership and control of land; more crucial, it introduced a new sexual division of labour based on the market economy. As an account of the daily lives of an agricultural community in the Gharl region of Morocco shows, development is experienced in radically different

ways by male decision-makers and peasant women. Since 1979, studies have been carried out on working conditions of women employed in export cultivation in the Bogota savanna where traditional cultivation has been replaced by floriculture. Modernization, speeded up by development projects and more particularly, by extension workers, added to the deterioration of the situation of peasant women in Burkina Faso. A regional programme in participatory training for development in South Asia has been organized for women. The aim was to show them the work of a number of organizations that have been successful in initiating change at the grassroots level. Interviews with peasant women in Zimbabwe revealed that many of their difficulties resulted from past colonial land policies and were reflected in their relationship with the land.

What is needed is recognition of their importance as producers. Two income generating projects for women in Pakistan illustrate why some projects succeed and others fail. Rural women in Chile, speaking of their daily lives and work, demonstrate that women's contribution to the work and production of the peasant household is substantial and not supplementary.

INNO/02323

Boucher, Leon. *Reform of the Swedish post-compulsory schools, 1960–1983.* Abingdon, Oxfordshire. p. 129–143. Compare; vol. 13, no. 2, 1983. (eng).

DESCRIPTORS: Sweden; upper secondary education; educational reform; comprehensive secondary schools —

Reform of the 7–16 basic schools in Sweden led to the reform of the 16–19 post-compulsory schools, planned in the 1960s and in operation since 1971 as the integrated gymnasieskola. This school provides, in three broad sectors focussing on either the humanities and social sciences, or economics, or the technical and practical links of study in which those with a direct vocational end product are supposed to have the same status as those leading to higher education. Studies are of 2, 3 or 4 years duration. Each sector also offers a number of special courses varying in length from a few weeks to three years, and providing specific vocational programmes. Except for a few subjects common to all students, differentiation between lines of study begins at the outset. Change of line within a sector is relatively easy after the first year, and not unduly difficult between sectors. In 1976, a committee of enquiry was set up to achieve greater integration. After different directives due to government changes, the committee reverted in 1979 to its original terms of reference, but added the desirability of periods of practice alternated with theoretical studies. The committee's report identified several problems in addition to the long established patterns of inequality in terms of sex, socio-economic and geographical background. These were related to recruitment, organization, content and quality. The committee put forward proposals for a greater flexibility so that the school, which in effect caters for all 16–18 year olds, could respond to societal needs.

INNO/02324
Bray, Mark. *Obstacles to nonformal education development: the case of Papua New Guinea.* Toronto. p. 43-51. Convergence; vol. 17, no. 2, 1984. (eng; abstr. in fre, spa).

DESCRIPTORS: Papua New Guinea; nonformal education; educational development; public support —

Though education as a whole is well favoured in Papua New Guinea, nonformal education and vocational training benefit only from limited resources. Initiated with government support and great enthusiasm, three nonformal education projects had to diminish their activities considerably, whereas in the formal sector, four major projects have been implemented and borne fruit. The requirements of the labour market for formal qualifications partly explain the much higher demand and public support for formal schooling. There is also little interest in adult literacy skills as, in themselves, they do not lead to wage employment.

INNO/02325
Anisur Rahman, Muhammad. *Asian rural workers' groups develop own grassroots pedagogy.* Toronto. p. 34-42. Convergence; vol. 17, no. 2, 1984. (eng; abstr. in fre, spa).

DESCRIPTORS: disadvantaged groups; community development; self concept; social action; India; Sri Lanka; Philippines —

The programme on Participatory Organizations of the Rural Poor of the Rural Employment Policies Branch, ILO, has come into contact with a number of grassroots initiatives in the Asian region which have a special concern for raising the collective self-awareness of underprivileged workers. The author illustrates these educational processes through four examples: a movement of oppressed, poor tribal peasants in India, a group of exploited, small producers in Sri Lanka, a workers' organization and a group of urban women in the Philippines. In all examples, the same approach is used. Each group took stock of its social reality through participatory meetings in which members were requested to speak about their perception of the situation. This then led to an analysis of the collective reality and the organization of collective action. Though involving a long process, people eventually managed to create their own knowledge, to gain confidence and to take decisions inspired by their own reality. The role of the change agent became one of a catalyst, stimulating reflection and independent thinking.

INNO/02326
Rojo, Emilia. *Literacy and politics in Latin America: the case of Brazil, Peru and Nicaragua.* Toronto. p. 24-33. Convergence; vol. 17, no. 2, 1984. (eng; abstr. in fre, spa).

DESCRIPTORS: Brazil; Peru; Nicaragua; literacy programmes; political factors; comparative analysis —

This is a comparison of literacy programmes carried out within the different political and socio-economic structures of Brazil, Peru and Nicaragua. MOBRAL in Brazil seeks to develop functional literacy, and at the same time, to provide semi-skilled training. It seeks to prepare people to take part in the development process understood as economic production. The objectives of ALFIN in Peru are not only to give training in literacy, numeracy and working skills, but also to help people regain their ethno-linguistic personality, and to provide for organized participation and social mobilization. Nicaragua's intensive mass literacy campaigns aim to enhance equitable forms of economic and political participation. While Brazil's centralized policy-making seeks only local support and not community participation, the programmes of Peru and Nicaragua make use of participatory mechanisms for organizing activities to a varying extent. In Peru, community organization must respond to criteria laid down by the central authority, while in Nicaragua, programmes are carried out with and through the contribution of people.

INNO/02327
Oxenham, John. *China-Vietnam: notes on population and the development of school programmes for population education.* Abingdon, Oxfordshire. p. 253-263. Comparative education; vol. 20, no. 2, 1984. (eng).

DESCRIPTORS: China; Viet Nam SR; population education; curriculum development — materials preparation.

This article compares the recent introduction of population education into school programmes in China and Vietnam which are an indirect response to somewhat dissimilar realities in both countries. Population policy in China promotes the one-child family, whereas Vietnam still accepts two as an ideal family size. Since 1982, China has made significant progress in the inclusion of population education at the secondary and tertiary levels, whereas in Vietnam, it is still at the planning stage. In 1982, the country established a Commission on Population Education. Within curriculum development and materials preparation efforts in China, a textbook for secondary schools has been published and distributed on a trial basis. This book provides straightforward information on human sexual reproduction and contraceptives.

INNO/02328
Oxenham, John. *New opportunities for change in primary schooling?* Abingdon, Oxfordshire. p. 209-221. Comparative education; vol. 20, no. 2, 1984. (eng).

DESCRIPTORS: primary education; educational demand; educational benefits; primary school students — Botswana; Lesotho; Ghana; Mexico; India.

This article examines reasons for enrolment into primary schools in developing countries, based on information gathered in villages in Botswana, Lesotho, Ghana, Mexico and India. One motive of parents to send their children to school is the hope of securing them salaried jobs. If modern jobs are not sought, or if schooling

does not ensure employment, demand for primary education diminishes. Children are also prevented from attending schools because their earnings or work are needed by the family. However, demand for schooling independent of salaried employment shows the value attached to literacy, numeracy and the socialization process. Such a non-economical demand for education which does not rely on examination results, could facilitate the combination of the basic skills of primary schooling with those of reasoning and problem-solving, and the application of all of them to the lives and environments of the pupil.

INNO/02329
Duran, Jane. *A Calculated risk.* Stevenage, Herts. p. 129-133. Media in education and development; vol. 16, no. 3, September 1983. (eng).

DESCRIPTORS: educational radio; training; training techniques —

The Centro de Teleducación Pontificia Universidad Católica de Perú (CETUC) organized a five-week workshop for the preparation of educational radio trainers. It was aimed at educational radio producers who had already received basic production training at CETUC. In addition to training in radio training methodology, the workshop was also intended to amplify participants' production skills. It was decided that participants themselves would teach most skills. The workshop reviewed criteria for assessing technical quality and content of educational radio programmes, analysed the role of the producer in the communication process and offered practical training in the use of the portable tape recorder. Three weeks were then devoted to skills training by teams of participant-trainers, this being coordinated by course tutors. During the last week, course tutors helped trainees to consolidate and extend skills already acquired. The active participation of the trainees allowed recourse to their experience and resources.

INNO/02330
White, Robert A. *The Latin American Association for Radiophonic Education.* Stevenage, Herts. p. 122-128. Media in education and development; vol. 16, no. 3, September 1983. (eng).

DESCRIPTORS: Latin America; educational radio; regional cooperation —

The Latin American Association for Radiophonic Education (ALER), created in 1972, now has 42 affiliated radio school systems in 17 countries. In addition to providing formal schooling, the radio schools have large, open audiences. Their limited resources made the pooling of common expertise and the provision of common services for planning and training necessary. ALER now maintains a permanent central office in Quito with three departments: training which provides seminars and workshops for administrative-teaching staff of the radio schools; research and evaluation, these being primarily a research consultation service for carrying out internal and external evaluations; publications, bringing out a newsletter and manuals for the technical improvement of radio programmes. In

1977, ALER embarked upon a four-year study of the 34 systems of radio schools affiliated at that time. This study emphasized eight aspects of radio schools: the social context, objectives, human and technical resources, planning and research, ways of communicating messages, educational methodologies, direct educational action in the field, and mechanisms for participation in decision-making. One of the most important results of the study is that the radio schools no longer see themselves as different institutions, but as constituting one large educational effort in Latin America.

INNO/02331

Epskamp, Kees, ed. *Education and the development of cultural identity: groping in the dark*. The Hague, Centre for the Study of Education in Developing Countries, 1984. 58 p. (eng).

ISBN: 906443391-7

DESCRIPTORS: cultural background; cultural development — traditional education — South East Asia; Colombia.

The concepts of development and culture permeate Third World education problems and international cooperation, yet they escape clear-cut definitions. One tentative definition sees culture as the configuration of learned behaviour and the results of behaviour, the component elements of which are shared and transmitted by the members of a particular society, in a continuous process of adaptation and alteration as a result of its changing environment and its members' creativity. The concept of cultural identity has meaning at the individual and societal levels which are partly similar (in nature), partly different (in scale and function) and finally, reciprocal. Another approach places the concept of culture in the anthropological sciences. Indigenous learning systems are studied as means of preserving cultural identity and promoting new and different ideas. As most knowledge, skills and attitudes necessary for survival are still passed from one generation to another in rural areas, the question arises whether these ways of acquiring knowledge are able to accept innovation. The DELSILIFE project aims at developing an intervention model which is basically educational, in order to improve the living conditions of the deprived rural population by involving them in the determination of their learning needs. It is carried out by INNOTECH and its principal activities include inservice training in educational planning and research on policy and innovation with respect to formal and nonformal education. The project is being tested in Indonesia, Malaysia, the Philippines and Thailand. In 1978, the Colombian and Netherland governments started a bilateral project with the objective of developing an experimental educational model which takes into account the cultural identity of the Indian population of the National Territories.

The reassessment of popular culture as a means of transmitting knowledge, together with the desire for autonomous development of cultural identity have caused some reserve about the import of mass media from the industrialized world. It became evident that such import would inevitably bring about a new kind of dependence.

INNO/02332
Murphy, Peter James. *Preparing administrators for the twenty-first century.* Amsterdam. p. 439-449. Higher education; vol. 13, 1984. (eng).

DESCRIPTORS: educational administrators; administrator role; vocational development; exchange programmes —

Senior administrators in higher education institutions must be able to cope with the high levels of uncertainty generated by the continuous changes occuring in modern society. This article emphasizes the need for a new style of administrator behaviour. Reactive, conservative leadership patterns must be replaced in the future by proactive, anticipatory and flexible leadership styles. International intervisitation schemes are perceived as having potential for offering administrators new professional development experiences which will give them an opportunity to examine important managerial and administrative issues from a different perspective.

INNO/02333
Haughey, Margaret L.; Murphy, Peter J. *Continuing professional education: meeting new demands by modern telecommunication systems.* Armidale, N.S.W., Australia. p. 1-6. Studies in educational administration; vol. 31, September 1983. (eng).

DESCRIPTORS: Canada; inservice education; cultural isolation; communications satellites; rural areas —

In British Columbia, Canada, experiments with interactive satellite systems revealed that modern telecommunication systems could offer professional groups in remote, isolated areas a multitude of new professional experiences. For the past five years, the University of Victoria, a pioneering institution in distance education, has produced four hours of live interactive satellite programming every year between September and May. Most of the programming has been credit courses for professional groups. The system has the advantage of reaching a large audience with up-to-date information through a public network which also permits the consumer to profit from the educational services.

INNO/02334
Ledesma, Angelita Y. *Circle of life: the integral well-being of Asian rural families.* Manila, Centre for the Development of Human Resources in Rural Asia, 1983. 25 p. Dialogue with Asia's rural man; 5. (eng).

DESCRIPTORS: Asia; rural family; community development —

Development efforts should recognize the central position of the family in rural communities, as it is there that personal growth and human experiences take place. Achievement of self-reliance is an important process for the individual and the community, and it should have its base in the family. Common endeavour and interaction of community members can lead to village transformation. Project

evaluation should also take into account the human processes which constitute community development.

INNO/02335
Ledesma, A.Y. *Perspectives on rural youth: reflections on CIRD-4, an Asian regional workshop on the role of youth in integral rural development.* Manila, Centre for the Development of Human Resources in Rural Asia, 1984. 38 p. Dialogue with Asia's rural man; 6. (eng).

DESCRIPTORS: Asia; rural youth; participation; rural development —

The potential of rural youth to contribute to community transformation is crucially affected by fundamental issues relating to: a) limited educational opportunity; b) economic and political structures which depress incomes of the majority; and c) urban immigration. A barrier to an active role of youth in community development is the predominant place taken by the elders. To enhance rural youth's participation in social change, it is important to develop their social awareness, to organize them and to involve them in leadership activities and community responsibilities.

INNO/02336
Richards, Howard, et al. International Development Research Centre (Canada). *The Evaluation of cultural action: an evaluative study of the Parents and Children Program (PPH).* London, The Macmillan Press; Ottawa, IDRC, 1985. 246 p. (Studies in international development research). Incl. bibl. Foreword by Malcolm Parlett. (eng).
ISBN: 0-333-36339-6(PBK); 0-333-36338-8(HC)

DESCRIPTORS: Chile; programme evaluation; parent education programmes; preprimary programmes; adult education programmes; community development; social action; changing attitudes; disadvantaged groups — cost effectiveness.

This is an evaluation report of the Programa Padres e Hijos (PPH) in Chile. This Parents and Children Programme, designed for the very poor, drawing on the ideas of Paulo Freire, is run by the Centro de Investigación y Desarrollo de la Educación (CIDE), a Catholic organization and is internationally financed. The general aims of PPH are child development, the personal growth of adults and community organization. The combining of three general aims seeks to achieve a concentrated effort in which preschool education, adult education and community development together yield more benefits than would derive from three separate programmes. Thus, child development activities will be enhanced because they are combined with lessons in parenting; adult learning will be enhanced because community participation is pursued; community solidarity will be furthered because the community is organized around a goal everyone shares and approves, namely a better life for the children through the family. Weekly meetings are organized in each locality led by two coordinators elected by the participants among their own number. The meetings have three constituent parts. First, discussion of basic topics on bringing up children. These discussions are stimulated by pictures and by

questions asked by the coordinators. The topics concern how to help children to learn to talk, to read and to count; sex education; human relations in the family; alcohol abuse; nutrition; and food preservation. Second, there are preschool exercises for the children in the form of worksheets which prescribe activities similar to kindergarten work. The parents go over the material in their meeting, and then take it home for the children. Third, there are the conclusions of the group work which lead to community action.

The author uses an illuminative approach to his evaluation by involving the participants of the Programme in his research work rather than relying solely on statement of formal objectives and statistical data.

INNO/02337

Unesco Regional Office for Education in Asia and the Pacific (Thailand). Population Education Clearing House; Unesco Regional Office for Education in Asia and the Pacific (Thailand). Population Education Programme Service. *Directory of UNFPA-funded and Unesco-assisted population education projects in Asia and the Pacific.* Bangkok, Unesco Regional Office for Education in Asia and the Pacific, 1984. 1 v. (loose-leaf). (eng).

DESCRIPTORS: Asia; Oceania; population education; educational programmes; projects; directory —

This directory provides information on organizations in Asia and the Pacific concerned with population education programmes both in the formal and nonformal sectors. The directory covers programmes funded by UNFPA and executed or technically assisted by the Unesco Regional Office for Education. It includes projects carried out during the period 1979 to the present, and whenever possible, projects funded before 1979 which are still in process. Information for each project comprises duration, implementing unit, contact person, funding source, executing agency and description. The directory is presented in loose-leaf form which allows for easy insertion of new information.

INNO/02338

Urch, George E. *Nonformal education and rural development in Ghana.* Oxford. p. 305-314. International journal of educational development; vol. 4, no. 4, 1984. (eng).

DESCRIPTORS: Ghana; community development; nonformal education — community leaders; training.

This article describes and evaluates a non-formal education rural development project which evolved through a collaborative arrangement between a private voluntary organization in Ghana and a North American university. After extensive discussions, a relationship developed between the University of Massachusetts' Center for International Education and Ghana's People's Education Association, a national adult education organization with links to the University of Ghana's Institute of Adult Education. The two organizations agreed to cooperate in the development and evaluation of several village facilitator models in which a much

wider cross-section of the community would participate in a variety of development projects and educational activities. The models were to emphasize a shift from a leader-dominated perspective to more group participation with villagers taking responsibility for their actions, both in meetings and in development projects.

INNO/02339
Heyneman, S. *Research on education in the developing countries.* Oxford. p. 293-304. International journal of educational development; vol. 4, no. 4, 1984. (eng).

DESCRIPTORS: developing countries; educational research; educational quality; educational output —

Developing countries are in a major educational crisis as educational opportunity has expanded but quality has been sacrificed. In some instances, the quality of education has diminished to such an extent that it may be asked whether the costs of expansion do not outweigh the benefits. Research on education has not prepared the developing countries to meet the crisis at hand. The article mentions three examples where educational research has not been helpful: in pedagogy, curriculum and 'deschooling' theory. However, the article points to several areas where work has been done, and where useful new work might make a substantial contribution in the years to come.

INNO/02340
Flechsig, Karl-Heinz. *Der Göttinger Katalog didaktischer Modelle: theoretische und methodologische Grundlagen.* Nörten-Hardenberg, Zentrum für didaktische Studien, 1983. 282 p. Göttinger Monographien zur Unterrichtsforschung; Heft 7. (ger).
ISBN: 3922759-11-4

DESCRIPTORS: Germany FR; college instruction; teaching methods; educational innovations; models —

The Göttingen catalogue of instructional models is a system for documenting, communicating and developing knowledge concerning different ways of organizing learning processes with particular concentration on higher education and adult learning. In its present form, this system has the following components: reconstructions/descriptions of 20 instructional models; about 2.500 documents on the theory and practice of learning and teaching according to these models; a training programme consisting of one introductory course and a series of advanced and model-specific courses; a network of practitioners who apply models in practice, and who contribute to the system by feeding back information and experience.

INNO/02341

Cuyno, Rogelio V., et al. *A Non-formal education strategy for agricultural development: the case of the Bulcan Farmers' Training Center.* Laguna, University of the Philippines at Los Baños, 1982. 12 p. NFE/WID Exchange Asia. Occasional paper; no. 5. (eng).

DESCRIPTORS: Philippines; nonformal education; farmers; extension agents; training

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Within the national rice production programme launched in 1973 in the Philippines, it was decided in the Bulcan province to use successful farmers with leadership qualities as local demonstration agents. To train these farmers in extension work, the Bulcan Farmers' Training Center (BFTC) was created in 1974. The Centre provides courses in rice production, livestock diseases, post-harvest technology and compact farming.

INNO/02342

Sharma, Suresh R., ed.; Kasaju, Prem K., ed.; Pradhan, Gaja S., ed. Research Centre for Educational Innovation and Development (Nepal). *Education and development, 1983.* Kathmandu, CERID, Tribhuvan University, 1983. 224 p., figs., tables. (eng).

DESCRIPTORS: Nepal; educational development; educational policies — college role; social change; regional programmes; vocational education; developing countries; educational output; technical education; educational quality; educational wastage; school holding power; manpower planning; community participation; rural development; English; second languages; language role; educational innovations.

This issue outlines educational development trends in Nepal. In the face of the rapid expansion of higher education and its increased tasks, a major concern of the university today is to maintain the quality of education. The impact of social change on the education system requires continuous research, especially as regards the profile of educational personnel on which studies have been conducted within the Asian Programme of Educational Innovation for Development. In the 1970s, a national effort was made to vocationalize the entire education system to meet the shortage of skilled manpower. In the 1980s, experimentation with introducing formal vocational education into secondary schools is carried out under the 'The Technical School Plan'. The influence of school quality on student achievement is especially felt in the poorer countries. In the process of the implementation of the recommendation of the National Education System Plan, many strategies were applied to raise the standard of education. As these did not yield the expected results, it is necessary to seek alternative methods. Failure at the secondary school leaving examination is very high and measures should be taken to reduce this wastage. In this connection, a study was conducted on the differences between schools with high pass percentage and those with low pass percentage, including their facilities and budgets, and taking into consideration teacher attitudes. Manpower planning is mainly directed at assessing requirements of the public sector, but estimates of the needs of the expanding private sector are also necessary. Furthermore, there is a need to assess the rural manpower situation. Though community participation in education has a long history in Nepal, efforts

are still needed to increase the community's role in meeting educational needs. More information is needed on the role and status of English as a second language in order to establish a language policy. Educational innovations are considered to be the introduction of the National Education System Plan in 1971, the project of education for rural development (Lakachok) initiated in 1974, the functional adult education and integrated nonformal education programme, the preparation of low-cost educational materials and the instructional improvement in primary schools.

INNO/02343

Sharma, Suresh Raj, ed.; Kasaju, Prem K., ed.; Pradhan, Gaja S., ed. Research Centre for Educational Innovation and Development (Nepal). *Education and development, 1982.* Kathmandu, CERID, Tribhuvan University, 1982. 133 p., illus., tables. (eng).

DESCRIPTORS: Nepal; educational development; educational policies — student participation; literacy methods; performance factors; higher education; educational finance; enrolment influences; college students; social background; inservice teacher education; primary school teachers; educational radio; teacher qualifications.

This issue gives an overview of educational development trends in Nepal. Among important developments in the areas of primary and adult education during the Fifth Plan period (1975-81) were the introduction of free primary education, distribution of free primary textbooks, and the replacement of adult literacy programmes by functional literacy programmes. In the experimental School Community Development Scheme, students participate during free time in community development activities. The Scheme focuses on 3 major activity areas: a) general hygiene and sanitation; b) tailoring and knitting; c) potato cultivation. A study was undertaken to investigate the implications of population growth on educational provision in the Central Development Region. The question is how to maintain educational quality with an ever increasing number of enrolments. In the last phase of the pilot Integrated Non-formal Education Programme, the literacy component was largely expanded using a Freirean approach. Literacy materials including posters and comic strips were developed for this purpose. Studies are needed on the socio-cultural factors which impede the learning of Nepalese children. The growing demand of the country's development programmes for high level manpower and a demand for higher education will lead to a larger number of students persuing postgraduate studies in the 1980s and beyond. The objective of the Radio Education Teacher Training Project is to provide inservice education to primary school teachers in rural areas. A comparative study of the performance of trained and untrained teachers reveals that schools often do not permit qualified teachers to fully display their activities. Resource allocation to the expanding higher education system has become a matter of serious debate. Major attempts have been made to ensure access to higher education to different sectors of the population.

INNO/02344

Dubbeldam, Leo. Third World Seminar (Norway); Centre for the Study of Education in Developing Countries (Netherlands). *Primary education in the Third World: an overview of quantity and quality.* Oslo, U-Landsseminaret; The Hague, CESO, 1982. 47 p., illus., diagrs., tables. Third World Seminar (Norway). Publications; no. 32 (1982). Bibl.: p. 46–47. This text was originally prepared for "The Oslo Seminar Programme on Education in Developing Countries" of the Nordic Association for the Study of Education in Developing Countries, October 1982. (eng).

DESCRIPTORS: primary education; educational development; educational quality; developing countries — enrolment ratio; primary school teachers; primary school curriculum; adult education; expenditures; statistical data.

This is an overview of developments in primary education in developing countries. Most countries have introduced compulsory education, often of the same duration as the primary cycle. However, in reality, very few consider enforcing this compulsion. Primary school statistics show an actual growth in enrolments, but the annual increase is still too low for universal primary education to be attained in the foreseeable future, though in some countries, efforts are made in this direction. In many countries, enrolments into grade 1 are very low, and in addition, many children drop out. Though schemes have been set up for those for whom primary education is terminal, the school leaver problem remains. Enrolments differ widely between countries, geographical areas and cultural groups. A very persistent disparity is that in male-female participation. There is much variety in the level of education of teachers, some having only completed the primary cycle. Many teachers have to work under difficult circumstances. A permanent problem of the primary school is whether it should be of a terminal nature or prepare for secondary education. Often, parents' expectations of schooling are unrealistic. To counterbalance uniform, nation-centred curricula, new ideas such as the community school have been developed to make the primary school again relevant to the local community. Although not a government priority, various programmes of basic adult education have been organized. Dissatisfaction with the effectiveness of earlier literacy courses led to the concept of functional literacy. The awakening of a critical approach to foreign media is essential for the formation of an awareness of one's own cultural identity.

The growth in public expenditure on education as a percentage of the GNP showed a worldwide increase between 1965 and 1975. However, there are considerable differences between countries due to national policies. Given the economic crises, there is little hope that expansion can be realized unless ways are found to stabilize unit costs. Foreign assistance is still considerable. As regards quality and relevance, educational programmes should allow for a compromise between centralist cultural objectives and local or individual objectives.

INNO/02345

Omari, I.M., et al. International Development Research Centre (Canada); University of Dar es Salaam. Department of Education. *Universal primary education in Tanzania.* Ottawa, IDRC, 1983. 87 p., tables. (IDRC-TS42). Bibl.: p. 81–86. Research project of the Department of Education, University of Dar es Salaam, with support from the Rockefeller Foundation, New York, International Development Research Centre,

Ottawa, and Center for the Study of Education in Changing Societies, The Hague. (eng).
ISBN: 0-88936-359-5

DESCRIPTORS: universal education; primary education; compulsory education; educational policies; Tanzania UR — educational aims; right to education; enrolment; statistical data; educational infrastructure; expenditures; teacher education; educational quality; educational needs.

This study on the universalization of primary education in Tanzania launched in 1974, was conceived for two purposes: to generate discussion among academics for this historical event, and to generate data that could be used for formative developments. A central argument in the study is that the decision to make primary education universal was a political one. Despite fears expressed about the high costs involved, universal primary education is now a fact of life, and is likely to remain so, provided that the political momentum continues. The way in which it was introduced to the country does not suggest that there was a strategy developed for it; the decision was taken with little preparation for provision of means, timetable, logistics of takeoff, management, or monitoring. This lack of preparation illustrates the disparate relations between political and technocratic tendencies. To achieve improved primary education, the study set forth recommendations for implementation by the Government. The strategy for the development of the infrastructure and teaching materials in rural areas should be reevaluated. The present strategy of financing has totally collapsed and has contributed to great inequalities between districts and schools. Local commissions should be instituted at the district level to develop educational policies and curricula relevant to local circumstances. Mechanisms should be developed for monitoring the impact of universal primary education on quality of education. A population-education policy should be developed to moderate population growth and other demographic factors. Formal and nonformal educational and training opportunities for primary school leavers should be reexamined with the aim of increasing the number and variety of experiences that would prove useful for the employment sectors.
The proportion of inexperienced teachers should be examined for each school, so that no school is greatly disadvantaged. Imaginative approaches should be taken for the provision of materials and facilities. Family situations should be investigated so that family problems can be alleviated through alternative schooling schedules and programmes. A central task force should be created to coordinate the efforts of the regions and ministries. A central fund for universal primary education should be created, with both voluntary and obligatorty contributions, to strengthen the programme, especially in weak areas.

INNO/02346
Gianotten, Vera; Wit, Ton de. Centre for the Study of Education in Developing Countries (Netherlands); Netherlands Study and Development Centre for Adult Education. *Participatory research and popular education in a context of peasant economy.* The Hague, CESO; Amersfoort, Netherlands Study- and Development Centre for Adult Education, 1982. 42 p. Centre for the Study of Education in Developing Countries (Netherlands). Verhandeling; no. 29. Bibl.: p. 41-42. Transl. from the Spanish. (eng; also in spa).

ISBN: 90-6443-251-1

DESCRIPTORS: participant involvement; action research; farmers; community development; integrated rural development; social change — Peru; rural areas; programme evaluation; economic factors; community role; case studies.

Participatory research is to be found in those areas of social sciences which reject the so-called neutrality of science, and which base themselves on the principle that research should serve certain social sectors, finding a coherent answer which allows, on the one hand, the socialization of knowledge and, on the other, the democratizaton of research and educational processes. The present study attempts to explain the difference between those conditions which are necessary, and those which are sufficient to define participatory research as such. The first chapter therefore deals with popular education and participatory research in a general and theoretical way, trying to find an adequate relationship between an ideological and a methodological option (that is to say, trying to identify the organic aspects of both processes). Subsequently, in the second chapter, the concept of peasant economy is defined, relating it dialectically to the global economy. Furthermore, it will be argued that in the complex relationship between the peasant economy and its communal organization, on the one hand, and the global capitalist economy on the other, a feasible option for the peasant community of the Peruvian Andes is an intercommunal organization — one which not only protects the individual and communal interests within the community, but which also protects the interests of the peasantry as a social class within the wider society. The ideas upheld in the first two chapters will be maintained in the third, in which a number of examples are given of a specific case of participatory research in the context of peasant economy. In their turn, these specific examples help in an understanding of the final chapter, in which a proposal for permanent evaluation is outlined.
This permanent evaluation is indispensable in any programme of participatory research which has as its principle characteristic an organic advisory role, in a process in which the research and the spontaneous traditional education are converted into organic research and education.

INNO/02347

Dam, Cees J.H.M. van. Centre for the Study of Education in Developing Countries (Netherlands). *Primary teacher education in Egypt.* The Hague, CESO, 1983. 91 p., figs., map, tables. Centre for the Study of Education in Developing Countries (Netherlands). Verhandeling; no. 32. Bibl.: p. 90-91. English version, amplified, of a thesis written at the Institute of Educational Sciences, Catholic University of Nijmegen. (eng).
ISBN: 90-6443-351-8

DESCRIPTORS: teacher education; primary school teachers; Egypt — educational history; socioeconomic background; teacher education curriculum; student teachers; student characteristics; teacher educators; educational infrastructure.

This is a description based on a 4-month visit of the present state of, and developments within, the preparation of primary school teachers in Egypt. The report first traces the history of primary school teacher education since the French

invasion in 1798, and places it then into the economic, political and social context of the country. Today, there are 90 teacher training colleges at secondary level distributed according to the density of the population in the various parts of Egypt. The training comprises a 5-year course divided into two parts. The first 3 years which are mainly occupied with general education are followed by 2 years professional training. The programme, the curriculum and the textbook are centrally prescribed. The substance level of the programme is not very high. More knowledge of a general-cultural nature, a greater emphasis on the practical application of knowledge, and more and better practice training, are among the suggested improvements of the programme. Entry into the colleges is at 15 after completion of the preparatory school. The female group forms a small majority. Smaller rural colleges provide co-education. Students' social background is usually very modest and their former academic performance weak. Teacher educators have to complete a 4 year university course. The first 2 years are mainly devoted to the subject of specialization, the last 2 years also containing a professional education preparation with periods of practice teaching. Every teacher training college has a primary school attached to it, in order to carry out research on how to improve the instructional process.

CO-OPERATIVE EDUCATIONAL ABSTRACTING SERVICE

The Co-operative Educational Abstracting Service (CEAS) is an IBE project the main purpose of which is to supply information to educational policy makers – and the educational documentation and research centres that serve them – through detailed analyses of documents on educational policy which have been carefully selected for their relevance.

The second purpose of this project is to help in overcoming language barriers. The substitute reading abstracts presented here are usually based on documents in languages not widely used or understood at the international level. Furthermore, the original document, even if written in a language accessible to the user, may be unobtainable.

The CEAS is a highly decentralized operation, since it is the institutions designated in the various countries which are responsible for selecting and abstracting documents. At the present time, a number of countries are participating in the project: China, several Socialist countries of Eastern Europe, Israel (for documents issued in Hebrew), Japan, the Netherlands and the Scandinavian countries.

CO-OPERATIVE EDUCATIONAL ABSTRACTING SERVICE

CEAS	329
COUNTRY	China 1
AUTHOR	The Ministry of Education
TITLE	Jiaoyubu guanyu fazhan you'er jiaoyu de r dian yijian
BIBLIOGRAPHICAL	Zhongguo Jiaoyu Bao She,
DATA	22 September 1983
TRANSLATION	Some suggestions concerning the development of pre-primary education in rural areas
KEYWORDS	Preprimary education/rural education/educational planning/teacher education/educational finance/kindergarten/educational administration

On 21 September 1983 the Chinese Ministry of Education issued a directive entitled 'Some suggestions concerning the development of pre-primary education in rural areas'.

According to the 1982 statistics, 8.81 million children were placed in kindergartens in rural areas; this indicates an increased enrolment of 35.7 per cent compared with 1978 figures. The number of kindergarten teachers reached more than 300,000, and the proportion with complete junior or senior secondary education is increasing steadily, thereby improving the quality of pre-primary education. Despite these achievements, it must be pointed out that pre-primary education in rural areas has not been accorded the attention it deserves, with the result that:

1. Development has been slow, and financial resources and physical facilities are inadequate;
2. The remuneration of teachers is too low and adversely affects the stability of the teaching force;
3. Most kindergarten teachers lack systematic professional training, with the result that pre-primary children are often treated as primary pupils or adults.

With these facts in mind, the following points should be considered:

I. Measures to develop pre-primary education in rural areas

Given the dense population and low level of economic development, self-sufficiency should be encouraged. Rural areas must rely on collective efforts, both in terms of initiative and measures, whilst at the county and town levels, efforts must be made to encourage the participation of public bodies, commercial enterprises, the local community and individuals in the setting up and running of kindergartens. Kindergartens run by education departments should be further improved. The development of pre-primary education must take into consideration the economic and cultural situation

of the localities concerned, their geographical environment, and population density, as well as specific needs arising from the productive activities and living conditions of the local population.

At present, priority should be given to the care of children in the 6-year-old age group (one year before primary school begins) with gradual extension of the service to cover children of 3 to 5 years old. Where economic conditions are favourable, efforts should be made to increase the enrolments of 6-year-olds in kindergartens.

The organization and running of kindergartens should reflect the local context. In the county and town, a kindergarten may be set up by one or more communes working together, or by departmental and trade organizations. In rural areas, they may be either independent or attached to primary schools, and follow an annual or seasonal schedule. The supervision and running of rural kindergartens may be allocated to the commune or brigade (village) authorities. Those attached to primary schools may be set up and financed by the brigade (village) authorities, but managed by the schools.

Plans for developing pre-primary education should be drawn up by the education authorities at the provincial, prefectural or county levels, in consultation with public health and agriculture authorities and women's associations. The implementation of plans will be subject to final approval from provincial, prefectural or county governments.

II. Staff training

In order to promote the development of pre-primary education in rural areas and to enhance the quality of services, high priority must be given to the training and development of a qualified kindergarten teaching force.

A network of training schools must be systematically established to form the basis for a comprehensive plan to develop pre-primary education. The target set for the whole country requires that by 1985 most provinces, autonomous regions and municipalities should have established at least one training school.

As a preliminary step, classes for training kindergarten teachers must be organized in primary teacher training schools. Student recruitment and graduate job assignments to schools and classes should follow existing regulations stipulated by the Ministry of Education, that is, to recruit students from areas where there is a need and send them back upon graduation. Educational authorities at all levels must take effective measures to strengthen this procedure, placing emphasis on the recruitment of qualified teachers (especially those with professional training in pre-primary education), in order to ensure the improved quality of instruction.

The primary task of all departments of pre-primary education in colleges or universities is to train professional teachers to work in local schools. In order to meet the pressing demand for professional kindergarten teachers within the different localities, special training courses and single-subject training classes should be systematically set up in the years to come.

The existing kindergarten teaching force must be improved through in-service courses for those without professional training and by removing unsuitable teachers. Kindergarten teacher-training schools, in-service training institutes and primary teacher-training schools are obliged to run in-service courses for kindergarten teachers. The goals set out for in-service training are: (a) to have a majority of teachers undergo some kind of training; (b) to ensure that headteachers of kindergartens and a part of the teaching force should attain the professional level of those graduating from regular kindergarten teacher-training schools.

Measures should be taken to ensure correct remuneration of teachers working in rural areas; their earnings should not be less than those of workers employed by the commune or enterprises run by brigades.

III. Purpose

The main role of the kindergarten is to deliver an education which will be conducive to the physical, intellectual, moral and aesthetic development of infants, thus laying a foundation for primary education and for the upbringing of the future generation.

IV. Finance

Pre-primary education should be financed through, for example:

1. The total budget of the commune (district) or the brigade (village) itself;
2. Provision based on voluntary donations from local inhabitants, supplemented by fees paid by the parents of children;
3. An effective combination of the above-mentioned sources.

Measures should be taken to improve the physical facilities of the kindergartens to ensure a safe, hygienic and pleasant environment in which to bring up children.

V. Administration

In order to strengthen the administration of rural pre-primary education, units (whose responsibility should be the full-time supervision of pre-primary education) should be established in education departments at all levels. The education authority at the county level should be responsible for the following tasks: (a) offering constant guidance to rural pre-primary education; (b) providing in-service training of headteachers and teachers; (c) effectively running model kindergartens and/or central kindergartens located in each commune (district); and (d) carrying out surveys and research related to pre-primary education and disseminating the results.

Abstract prepared by Mr. Huang Shiqi, Director, Information and Documentation Unit, Ministry of Education, Beijing.

CEAS	330	
COUNTRY	China	2
AUTHOR	Ministry of Education	
TITLE	Guanyu tiaozheng he fazhan gaodeng xuexiao wenke jiaoyu de jidian yijian	
BIBLIOGRAPHICAL DATA	*Gaojiao Zhanxian* (Zhongguo Jiaoyu Bao She), no. 7, 13 July 1984	
TRANSLATION	On the readjustment and development of higher education in the humanities and the social sciences	
KEYWORDS	Higher education/humanities/social sciences/educational reform/teacher improvement/short courses/China	

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The main issues concerning higher education in the humanities and the social sciences (or simply 'the arts') are:

1. The number of students enrolled in these fields, as well as their relative weight within the total college enrolment is too small, especially those trained with a practical bias. According to the statistics collected at the end of the academic year 1982/83, the total enrolment in arts in regular (full-time) higher educational institutions was 233,000 or 20.2 per cent of the total tertiary enrolment of 1.154 million. The following table is a breakdown of arts students by sub-fields:

Field of study	Number (in thousands)	Percentage
All fields	1,154	100.0
Arts	233	20.2
— Humanities	36	3.1
— Finance and economics	53	4.6
— Politics and law	13.6	1.2
— Humanities (teacher-training programmes)	94.3	8.2
— Foreign languages (including teacher-training programmes)	30	2.6
— Fine arts	5	0.4

The total enrolment of post-graduate students in arts was 4,000 or 19 per cent of the total (21,000).

2. Forms of schooling and duration of study are not sufficiently diversified. The overwhelming majority of students are enrolled in four-year courses, with a negligible number enrolled in short cycle (two to three years) courses, except in teacher-training programmes.

3. The contents of teaching curricula are comparatively outdated, and the problem of theory unrelated to practice exists. The knowledge imparted to the students is not sufficiently broad and they are generally ill-prepared for vocational practice.

4. The teaching staff in the arts faculties is elderly, and there is a dearth of teachers with practical experience.

5. Shortage of library resources and teaching aids is widespread, and it is essential to improve the facilities.

In view of these issues and problems, the following measures are envisaged:

1. To develop the arts more vigorously within higher education and raise their proportion in the total student enrolment at both the undergraduate and post-graduate levels.

During the next one or two years, a survey of the actual employment situation of arts graduates and the forecasting of future manpower needs should be carried out.

In the universities, both theoretically and practically oriented students should be given an equivalent training, and the preparation of secondary school-teachers should be regarded as an indispensable duty. The work of teacher-training institutions must be closely geared to the needs of schools. Each individual institution should strive to develop its own distinctive programmes in research and teaching.

2. The structure of arts specialities should be better adjusted to attain a correct balance between different disciplines or fields. The teaching of the humanities (languages and literature, history and philosophy, etc.) is a long-standing tradition in China, and the transmission of cultural heritage is its main aim. The study, research and propagation of Marxist-Leninist and Maozedong thought also constitute a part of the study of the humanities. For the time being, there must be a strengthening of the qualitative aspect of the disciplines, with concurrent reform in contents and methods, while quantitatively, the rate of growth of enrolment should be kept at a lower than average rate in the near future.

3. To invigorate fields of practical application, priority is first accorded to law, finance, economics and management science. In 1952 the percentage of students enrolled in the fields of law, finance and economics constituted 2 per cent and 11.5 per cent respectively of the total undergraduate enrolment, whereas in 1976, they had dwindled to less than 0.1 per cent and 1.2 per cent respectively. Although student enrolment in these fields has gradually increased in recent years, in 1982 graduates of finance and economics could barely meet 13 per cent of actual labour market demand; graduates of law, 9 per cent. The development of these fields must be accelerated; in the near future, the established universities and specialized institutes should bear the brunt of quantitative expansion. In the next few years, all universities should strive to set up law faculties wherever they do not yet exist and, in the long term, most provinces and autonomous regions should have their own institutes of finance and economics.

The Ministry of Education will, in consultation with other ministries concerned, draw up a comprehensive plan for the development of education in the fields of finance, economics and law, in order to attain a more rational geographical location of institutions and a correct co-ordination of educational programmes. Effective planning is the key to the preparation of an increased and better qualified personnel, given the human, material and financial resources available.

4. Greater efforts should be made to meet the demand for new fields of study. Since 1978 fields such as economics, law, international law, sociology, demography, anthropology, politics, museumology and tourism have either been revived, expanded or newly established, and they are in need of further development and consolidation. This development will depend upon the specific conditions pertaining in each field. For those occupations needing only a small number of highly qualified specialists (e.g. Tibetan, Mongolian and Dunhang studies, the evolution of Chinese characters, etc.), it would be sufficient to establish research institutes or laboratories.

In establishing new programmes (specialities), efforts should be made to make them broadly-based with a solid foundation in the basic disciplines.

III. A system of arts education diversified in level, field and form of schooling

Effective measures should be taken to strengthen a number of key universities or particular programmes in certain disciplines or fields (the latter need not be located in the key universities). These bodies may then increase their contribution to the development of education and research in the humanities and social sciences. Their main task is to produce more and better-qualified students, to conduct complete research and to undertake the in-service training of faculty members of other institutions.

Both short-cycle courses (two to three years of post-secondary education) and specialized secondary education should be more vigorously developed in comparison to the normal four-year courses. The four-year courses might be divided into two stages, with one part of the students completing the

first stage (two/two-and-a-half years) of basic training and receiving the status of graduates of short-cycle higher education, whilst the remainder will continue their studies in the second stage.

Short-cycle, vocational universities or polytechnics have recently been established in a number of places to cater for the local needs in skilled manpower. Their development should be encouraged.

In a number of fields such as finance, economics, banking, insurance, accounting, commerce and library work, graduates from specialized secondary schools or secondary vocational schools can satisfy the pressing needs for semi-professional manpower.

The resources of technological, agricultural and other specialized colleges or institutes should be mobilized to train applied arts students in close connection with the needs of the industrial, agricultural and other sectors. This will be conducive to the integration of the natural, technical and the social sciences.

The resources of radio and TV broadcasting schools, correspondence and evening schools should be mobilized to contribute to the development of arts education. These schools are particularly well adapted to the in-service training and upgrading of employees and teachers.

The dual-bachelor-degree system (i.e. acquiring expertise in two or more disciplines/languages) may be used for the training of certain kinds of professionals. The following careers lend themselves particularly to the dual degree system: international civil servants, journalists, librarians, higher management personnel, etc.

Teaching staff development implies the expansion of post-graduate programmes in institutions with relevant resources and facilities. Special training courses should be set up to prepare teachers whose professional skills are urgently required.

Highly qualified faculty members should be provided with better facilities for research, and opportunities for improved professional advancement. Institutions should create more opportunities for sabbatical leave, study abroad for advanced training and research, etc. More lively international exchanges and scholarly communications should be encouraged.

For the development of the more practically-oriented fields, universities and colleges should strive to establish closer liaison with external bodies and sign contracts with them so that they may send their most qualified personnel to teach in academic institutions as assistant professors or part-time lecturers. Faculty members may have the opportunity of being transferred to certain jobs to acquire the necessary expertise.

Measures should be taken to encourage the stronger institutions to help upgrade the staff of the weaker ones.

There is a need for the improvement of facilities, as higher education in the humanities and social sciences generally suffers from a shortage of funds, library resources, physical facilities and buildings. Greater efforts must be made to improve this situation. Particular attention should be given to the replenishment of library resources, including foreign books and periodicals. There are also a number of fields which are in need of specialized research and instructional facilities. Such specialized laboratories should be given the same status as research laboratories in the natural sciences.

Abstract prepared by Mr. Huang Shiqi, Director, Information and Documentation Unit, Ministry of Education, Beijing.

CEAS	331
COUNTRY	China 3
AUTHOR	Huang Xinbai, Vice-Minister, Ministry of Education
TITLE	Guanyu Jinnian Gaoxiao Zhaosheng Jihua He Zhaosheng Gongzuo Zhong de Jige Wenti
BIBLIOGRAPHICAL DATA	*Gaojiao Zhanxian* (Zhongguo Jiaoyu Bao She), no. 3, 13 March 1984
TRANSLATION	Concerning some problems in forecasting the recruitment of college students in the present year
KEYWORDS	Admission requirements/college students/access to education/educational reform/teacher education/recruitment/inservice training/China

In January 1984 Mr. Huang Xinbai, Vice-Minister of Education of the People's Republic of China, delivered a speech at the closing session of the National Conference on the Enrolment of College Students, in which he gave an overview of the recruitment of college students in 1983, and the outlook for 1984 indicating ways for further improvement. A résumé of the final part of his speech dealing with reform in the recruitment of college students follows.

Four areas of reform were tackled in 1983 and were to be continued in 1984.

1. *Effective forecasting of manpower needs and planning.*
2. *Encouraging the installation of college graduates in rural areas.* In 1983, it was decided that some higher education institutions, mainly agricultural, medical and teacher-training colleges under the direct jurisdiction of provincial authorities, should recruit students largely from the regions to which they would return to work after graduation, and that standards of admission would be somewhat lowered. It was decided that measures were to be taken to encourage students to attend courses on geological prospecting, oil exploration, water-power development, coal mining and nuclear engineering. For example, the Provincial Government of Yunnan decided that graduates settling in rural areas would receive higher pay and would be allowed to move to urban areas after a certain period of service in the countryside.
3. *Creating a direct connection between the potential employers of graduates and educational institutions.* Aacademic institutions are allowed to sign contracts with the potential employers in order to receive financial compensation for students trained by them. This new departure in student recruitment has the following advantages: (a) it may help some commercial units which badly need a supply of college graduates; (b) the academic resources of the institutions (especially the teaching staff) may be more fully utilized; (c) the barriers set up by the existing system of control may be partially overcome. Recently, several kinds of co-operation between potential employers and schools have appeared: besides co-operation between a central governmental agency and the school (by far the most common), co-operation developed between different provinces (or municipalities), as well as between industrial or commercial enterprises and schools. It is important to ensure that students enrolled through these channels meet minimum admission requirements. Where co-operation is conducted on a large scale and extended over a long time, it may evolve into joint supervision of curricula. This is an outstanding issue and requires further deliberation.
4. *Admissions policy.* A more balanced consideration should be given to the moral, intellectual and physical development or qualities of applicants in deciding upon admissions. School records of applicants should also be taken into consideration. In 1983, the issue of opening special classes for model workers was raised, but no progress has been made because of a lack of

applicants. Further consideration should be given to the opening of trial classes in the future. The standards for physical examinations are in need of some modification so that applicants suffering from physical handicap, but otherwise qualified, may have a better chance of being admitted.

The other more important issues raised in the Vice-Minister's speech were as follows:

5. *Special courses for management staff run by regular higher education institutions.* The in-service training of management staff working in state bodies is an important educational task, and should be carried out in a flexible manner. The duration of study may vary; the form of schooling may be full or part time; the relevant training programmes may be offered in separately established institutes for management, in regular higher educational institutions or specialized secondary schools. It is envisaged that the enrolment of such students in regular higher educational institutions will gradually increase to become about 10 per cent of the total enrolment of a school. In regular, specialized secondary schools, similar programmes may also be offered, and they may recruit part of their students from workers and staff of industrial enterprises. These two student sectors may add up to about 15 per cent of the total enrolment. The aim set for both kinds of schools is to ensure that recruitment of school-leavers will not be adversely affected, and that the cadres selected for upgrading will be of sufficiently high quality. Some provincial authorities have conducted selection examinations and obtained favourable results. All the other provinces should follow suit.

6. *In-service training programmes for teaching staff working in general secondary schools, specialized secondary schools and vocational schools.* This is a new task given to regular higher educational institutions. The decision has been made in view of the fact that a substantial number of teachers in these schools are not sufficiently trained in relation to their job requirements.

According to 1983 statistics among teachers of senior secondary schools, only 40 per cent had completed a full undergraduate course of four years; among teachers of junior secondary schools, only 21 per cent had completed short-cycle courses (two to three years) or more. Steps must be taken to bring about a change in this situation as soon as possible, in order to raise the standard of instruction in secondary schools. After consultation with the State Planning Commission and the Ministry of Finance, the Ministry of Education has made the decision that, from 1984 onwards, two year in-service training classes for senior secondary school-teachers will be opened as a part of regular higher educational institutions in order to upgrade the unqualified to the standard of graduates of four-year courses. At the same time, two-year short-cycle courses will also be set up to recruit senior secondary-school graduates, as well as in-service teachers of equivalent qualifications with a minimum of five years service. The enrolment of 10,000 students is envisaged.

Abstract prepared by Mr. Huang Shiqi, Director, Information and Documentation Unit, Ministry of Education, Beijing.

CEAS	332	
COUNTRY	China	4
AUTHOR	Ministry of Education	
TITLE	Guanyu Gaodeng Gongcheng Jiaoyu Cengci, Guige he Xuexi Nianxian Tiaozheng Gaige de Jidian Yijian	
BIBLIOGRAPHICAL	*Gaojiao Zhanxian* (Zhongguo Jiaoyu Bao She), no. 6, 13 June 1984	

TRANSLATION Some suggestions concerning the levels, qualifications and duration of study in tertiary engineering education

KEYWORDS Higher education/engineering education/educational improvement/China

In April 1984, the Chinese Ministry of Education issued a directive entitled 'Some suggestions concerning the levels, qualifications and duration of study in tertiary and engineering education'. This document is a revised version of a draft with the same title released in 1983. The essential provisions of the document are as follows:

I. Three distinct levels of tertiary engineering education have evolved over the years, and have undergone frequent alterations. Besides the post-graduate level, there are two under-graduate levels of training: normal four- or five-year courses training engineers; and short-cycle courses (two or three years) training senior technicians. Each level has its own corresponding qualifications and duration of study, and all have contributed to the strengthening of the technical manpower needed for national development. At present, the main issues are:

1. Proportions between the different levels are unequal, with an extreme shortage of senior technicians and an inadequate development at the post-graduate level;
2. Lack of diversity in qualifications at each level, and a need to clarify the functions of each level. The lack of clear definition of the place and role of short-cycle engineering education has the result that schools offering training at this level tend to follow the pattern of four-year undergraduate courses, rather than pursuing their own particular training role. Consequently, graduates of the four-year courses are employed as technicians or are required to undertake tasks for which they are not trained. This factor gives rise to an irrational structure of technical personnel within industrial enterprises and other bodies (including design offices, research laboratories, etc.) and a waste of scarce professional manpower.

On the one hand, developments within various sectors of the national economy are making diverse demands upon engineering graduates and, on the other, the conditions prevailing in educational institutions (there are more than 200 schools engaged in engineering education) vary markedly as regards specializations, physical facilities, research capacities, etc. It is therefore unreasonable to adhere to unified standards for different institutions. In order to meet the needs of the national economy and to cater for the development of science, technology and education, the diversity of the level of training, the qualifications of students trained and the duration of their studies are of great importance.

II. Guiding principles for this reform may be formulated as follows: to gradually build up a system of engineering education at the tertiary level based upon distinct Chinese characteristics, and proceeding from Chinese situations.

The following specific guidelines must be followed in the reform:

1. The reform of engineering education must proceed from the need for socialist modernization, taking into full consideration the requirements of economic reconstruction, science and technology and social development.
2. The educational policy formulated by the Chinese Communist Party will be followed, and the training offered must comply with the scientific laws governing the development and professional growth of engineers and technicians.
3. Adequate consideration must be given to the infrastructure of engineering and technical education now existing in China, and the availability of human, material and financial resources.

Our reform should draw upon foreign experiences, but foreign patterns should not be adopted at random.

The goals of the current readjustment and structural reform are as follows:

(a) To adjust the proportion of students enrolled in engineering education programmes at different levels, by enlarging enrolment in short-cycle courses and by gradually increasing the scale of post-graduate education;

(b) To define clearly the qualifications and duration of studies at each level of training and to diversify forms of training;

(c) To gradually build up a system of engineering and technical education which is in keeping with China's specific conditions and the needs of socialist modernization.

III. In accordance with the principles and guidelines specified above, it is appropriate to divide higher engineering education into three levels: doctorate and master's degree; bachelor's degree; and sub-baccalaureate or short-cycle levels.

1. *Post-graduate education at the doctoral and master's degree level.* The statute on the academic degrees makes general provisions applicable to all fields of study and stipulates the need to develop doctoral programmes in engineering with appropriate qualifications. Similar problems exist with regard to the development of master's degree programmes, which should at the same time meet domestic needs and be comparable to international standards. Ways in which to diversify qualifications and patterns of training at the master's degree level and to find innovative ways of attaining these goals must be explored at a practical level.

2. *Undergraduate education:* This should be divided into three categories: university level engineers (they constitute the majority), engineering scientists and management engineers.

As to the duration of study, four- and five-year courses should be run concurrently in order to meet the diverse needs of the engineering practice. Most engineering schools should have four-year programmes, whilst some may offer five-year programmes to train more highly qualified engineers or engineering scientists.

The basic training for engineers should be comprised of the following: (a) acquiring, in a systematic manner, basic theoretical knowledge needed for engineering practice and supplemented by a certain amount of specialized technical competence and basic skills of commercial analysis and management; (b) acquiring skills in mechanical drawing, mathematical calculations, experimental techniques and the application of computers, as well as a certain competence in technological work, and a cultivation of the ability to study independently; (c) undergoing practical and rudimentary training in the methodology of research, and acquiring initial training to solve practical problems within engineering practice; (d) acquiring rudimentary proficiency in a foreign language, and the ability to read technical literature published in this language.

Serious attention should be given to: reform and improvement of instruction methods; careful selection of teaching materials; improvement of practical training.

Each school may place a different emphasis upon its curriculum in order to cater to the needs of engineering practice. Some programmes may lay particular emphasis upon theoretical training, thus deferring practical training to the employment stage.

3. *Short-cycle engineering education:* in the near future, priority should be given to the development of short-cycle engineering education. This has important implications for meeting the pressing needs

of medium- and small-size enterprises for technical personnel and for improving the ratio of university-level engineers to their supporting personnel. The duration of study may vary from two to three years.

The specific features of short-cycle engineering education lie in the emphasis placed on the skills needed by senior technicians. They receive practical training in manufacturing processes, operation of plants, maintenance of equipment and facilities, installation techniques, conventional design work, and simple engineering analysis. In comparison with university-level engineers, the time given to theoretical studies is much less; the time devoted to engineering practice should constitute at least one-third of the total time available.

There are several ways of training senior technicians: at the post-secondary level, with duration of study lasting from two to three years; and training after completion of eight to nine years of general schooling, this study lasting five years.

Short-cycle engineering education may be acquired either in regular four-year institutions or in short-cycle institutions.

Abstract prepared by Mr. Huang Shiqi, Director, Information and Documentation Unit, Ministry of Education, Beijing.

CEAS	333	
COUNTRY	China	5
AUTHOR	Ministry of Education	
TITLE	*Diyici Quanguo Dianhua Jiaoyu Gongzuo Huiyi Jiyao*	
BIBLIOGRAPHICAL	*Gaojiao Zhanxian* (Zhongguo Jiaoyu Bao She), No. 2, 13 February 1984	
TRANSLATION	Final report of the first National Conference on Audio-visual Education	
KEYWORDS	Audiovisual instruction/educational technology/instructional materials/educational finance/China	

The first Chinese National Conference on Audio-visual Education was convened in October 1983. Vice-Minister Mr. Huang Xinbai delivered a keynote speech entitled 'Strive to bring about a new situation in the application of audio-visual education to meet the needs of educational development'. The purpose of the conference was to take stock of the work done in the field of audio-visual education during the previous five years, to delineate the policy and goals of audio-visual education, and to chart the course of future action so as to meet the needs of educational development. On the basis of the deliberations of the conference, the Ministry of Education issued an information note entitled 'Final report of the first National Conference on Audio-visual Education'. What follows is an extended abstract of this document.

I. The Conference reviewed the progress made in the field of audio-visual education since the founding of the People's Republic of China and was satisfied with the rapid advances made during the past five years. The achievements made and the experiences accumulated have laid a solid foundation for further progress.

II. The participants reached a consensus on the guideline to be adopted for the further development of audio-visual education: 'To speed up the development of audio-visual education in a planned way, and according to Chinese customs, to serve the needs of educational development and reform, and of raising the quality of education, in the broader context of training qualified personnel for socialist modernization and under the guidance of the Chinese Communist Party's educational policy'. Its development should be based on real situations, well adapted to local conditions, and be cost-effective. Comrade Deng Xiaoping's call that education should be oriented to the needs of modernization and the future, and help nurture globally-minded citizens is of direct relevance to the development of audio-visual education. In order to promote the cause of socialist modernization, teaching processes need to be modernized, and the development of audio-visual techniques is a vital component in the modernization of the educational process.

III. The main items of work to be accomplished during the next few years are:

1. *To draw up a comprehensive plan for the development of audio-visual education.*

Until 1990 the targets set for various sectors and levels of education are as follows: (a) the general introduction of audio-visual education should be attained by stages in higher educational institutions and specialized secondary schools; (b) audio-visual media will be used in about one-half of urban schools, and in a part of rural schools; (c) efforts should be made to spread the use of modern audio-visual media in the areas where national minorities live; their application in kindergartens and in adult education should also be promoted.

The general requirements to be met by the schools are: (a) possession of a certain amount of audio-visual equipment and facilities, as well as teaching materials; (b) regular use of the media with significant effects on teaching; (c) in each higher education institution and specialized secondary school a special unit should be set up to supervise the work and develop its own programmes. A qualified director aided by full-time technicians and auxiliary staff is the key to its successful operation. In the schools there should also be special units supervising the work, manned by full-time or part-time personnel.

Wherever special units have been set up, priority should be given in the next two years to consolidating past achievements and the raising of standards, especially the development of instructional materials.

2. *To strengthen the work of staff development*

Effective measures should be taken to undertake the in-service training of existing full-time personnel so as to raise their ideological and professional qualifications and to better serve the needs of instruction. In order to spread the use of audio-visual media, it is necessary to mobilize a great number of teachers to participate in the efforts, and it may be necessary to transfer part of them to this work.

In order to prepare qualified personnel working in the field of audio-visual education during 1984-85, special educational programmes for training them should be set up in two or three teachers' colleges; the target set for the seventh Five-Year Plan (1986-90) is to ensure that there will be at least one such training programme in one teachers' college in the north-east, the north-west, the south-west, central south, north China and east China. Short-cycle teacher training institutions and teacher training schools should also strive to offer courses in media application.

3. *Measures to increase audio-visual educational equipment in the schools*

The procurement of equipment should be carried out in a planned way taking into full consideration

actual needs and available funds. Higher educational institutions may already have a full array of audio-visual equipment, yet the use of such conventional media as slide-projectors should not be overlooked. In primary and secondary schools priority should be given to the use of slides, film projectors and audio-cassettes. As to the procurement of the more expensive video equipment which is needed for the training of teachers, it is envisaged that it should be available first at the prefectural and the municipal level and then at the county level. Proper management should ensure that equipment and resources are correctly utilized and maintained.

4. *The development of instructional materials suitable for application with audio-visual media*
For the time being, the development of such materials should, in the first instance, be geared to the needs of educational work (comprising moral, intellectual and physical education) in the regular primary, secondary and tertiary schools, and should subsequently cater to the needs of teacher training, while not overlooking the needs of non-formal and community education.

It is envisaged that by 1990 for all subjects taught in primary and secondary schools there will be a full set of audio-visual instructional materials that can be used with advantage in co-ordination with textbook material — including slides, audio-cassettes, etc., and a certain quantity of educational films suitable for use in secondary schools. Great efforts should be exerted to produce materials which are suitable for the in-service training of primary and secondary school-teachers, as well as for the training of pre-primary and technical-vocational teachers.

It is envisaged that by 1990 a full set of audio-visual educational materials will be available for use in the basic courses taught in higher educational institutions and specialized secondary schools. It is expected that some materials will also be available by that time for teaching special courses.

The production of audio-visual materials should be carried out systematically, co-ordinating the efforts and expertise of local audio-video centres and educational institutions. Exchange of materials between different localities and institutions should be encouraged and facilitated. The utilization of foreign materials also deserves attention.

5. *Research work on the use and production of audio-visual materials*
For the time being priority should be given to applied research — including the production and utilization of materials, the development of suitable teaching methods, the development of equipment and new techniques, etc. Information and documentation work should be reinforced and international exchanges should be promoted.

6. *Effective guidance on audio-visual education*
At the level of provincial governments a special unit for supervising audio-visual education should be set up in the office of education (or higher education as the case may be) which may be combined with the provincial audio-video centre. It is up to the provincial authority to decide what kind of mechanism will be set up at the prefectural or municipal level.

The audio-video centre of a higher educational institution should have the status of a department or a division. The centre of a smaller institution may have the status of a sub-department (teaching and research group).

Most provincial authorities allocate about 0.5 per cent of the total recurrent educational expenditure on audio-visual education, while a few provinces and municipalities spend 1 per cent. It is suggested that the level of funding should be gradually increased so as to ensure the development of audio-visual education.

Those schools and institutions which have income from their own profitable enterprises or other sources are encouraged to spend part of this income on the development of audio-visual education.

Abstract prepared by Mr. Huang Shiqi, Director, Information and Documentation Unit, Ministry of Education, Beijing.

CEAS	334	
COUNTRY	China	6
AUTHOR	Ministry of Education	
TITLE	Guanyu Jiaqiang Lingdao he Jiasu Gaodeng Xuexiao Shiyanshi Jianshe de Yijian	
BIBLIOGRAPHICAL DATA	*Gaojiao Zhanxian* (Zhongguo Jiaoyu Bao She), No. 2, 13 February 1984	
TRANSLATION	Concerning the strengthening of direction for laboratory work and the speeding up of the construction of laboratory facilities	
KEYWORDS	Laboratories/paraprofessional school personnel/research and development/facilities management/laboratory procedures/personnel management/educational personnel/China	

In October 1983 the Chinese Ministry of Education convened a conference on university laboratories. The main theme of the conference was how to strengthen the organization of laboratory work and how to speed up the construction of laboratory facilities. With the deliberations of the conference as a guideline, the Chinese Ministry of Education issued on 15 December 1983 a notice entitled 'Concerning the strengthening of direction for laboratory work and speeding up the construction of laboratory facilities'. An extended abstract of the document follows:

After a brief review of the achievements in university laboratory construction during the previous five years, the document lists the following four problems as outstanding issues:

1. The place and role of laboratory instruction and work in higher education have not been given the recognition they deserve. They lack strong guidance and the supervisory mechanism is usually unsatisfactory. Many laboratories cannot meet the needs of instruction and research.
2. The qualifications of the laboratory staff are not adequate, and a broad range of skills is usually lacking. Quite a few of the existing staff are not satisfied with their jobs and are lacking in motivation and enthusiasm.
3. Obsolescence of laboratory equipment and facilities is serious and widespread. There is an acute shortage of modern measuring instruments, precision analytical instruments and data-processing facilities.
4. Inefficient and inadequate management of laboratories is widespread.

In order to solve the above-mentioned problems the document lists four areas which are in need of immediate and continuing attention.

I. *Due recognition and appropriate guidance for laboratory work*

University laboratories are important places where instruction in experimental techniques and methods is provided and research is carried out, and they constitute one of the basic elements in the normal functioning of higher educational institutions. Since these institutions comprise one of the most important sectors of the nation's scientific potential, well-equipped and well-managed university laboratories should be able to make significant contributions to the advancement of science and to the economic growth of the country. It may be said that the level of laboratory work in a university is an important indicator of its level of instruction, research and general management. The construction of laboratory facilities is closely related to many facets of university life, including instruction, research, production, capital investment, funding, supply and procurement of equipment and materials, personnel management and general logistic support, and therefore needs the co-operation of all concerned. The leadership of an academic institution must put laboratory work on its agenda, and one vice-president (or deputy director) should be responsible for supervising laboratory work.

II. *A comprehensive plan for laboratory reconstruction*

In the planning for laboratory reconstruction, each of the following factors should be duly considered: enrolment at the institution and its effect on the capacity required; educational programmes offered in terms of specialities; specific objectives of each educational programme (undergraduate and post-graduate); length of study; scope of research efforts; resources available.

The plan for each individual laboratory and for laboratory complexes should comprise the following items: guiding principles, final goal and specific target reached by each stage of construction, planning for instructional and research objectives, planning for personnel recruitment and training, planning for equipment selection, procurement and installation, site planning and development, scheduling of construction, funding for capital construction and recurrent expenditures, etc.; last, but not least, planning should include major measures to be taken to ensure the implementation of the plan.

The skills of experienced faculty members and experts within and outside the institution should be pooled to produce a well-conceived plan. Furthermore, a feasibility study should be made an integral part of planning, so that the whole project may be set up on a solid foundation.

For the key universities, all teaching laboratories should strive to attain the following targets by the beginning of the academic year 1985-86: all obligatory items of experimental instruction listed in the syllabus for each individual course should be available. This requirement extends over the whole spectrum of courses in the basic sciences, engineering sciences (applicable to engineering schools), as well as fundamental courses of a speciality. For those laboratories which have already attained the above-mentioned standards, still higher targets may be set. They should make efforts to add open-ended, comprehensive or design-oriented experiments, and to make innovative efforts in conceiving new experiments and reforming laboratory instruction. Efforts should be made to offer more optional experiments and to prolong the service hours of laboratories.

In order to contribute to the creation of centres of excellence, some key research laboratories should strive to attain international standards by 1990. For those key disciplines or fields of study where doctoral programmes are offered, and research work of great significance is being conducted, efforts should be made to equip them with up-to-date experimental facilities and gradually to attain the status of a regional, departmental or sectoral centre, or even a national centre, so that they may better serve the needs of training highly qualified scientists as well as making important contributions to research efforts of national importance.

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Steps should be taken to co-ordinate the research work of the universities with that of non-university research institutes. Academic institutions may sign contracts with provincial or municipal bodies or with a central governmental agency so that the latter may invest in the capital construction of university laboratories or provide expensive facilities in order to enhance the research capability of universities and promote joint research projects. The possibility of acquiring foreign aid should also be explored.

The level of funding for laboratory reconstruction and procurement of equipment should be gradually increased, partly or largely drawn from increased public expenditure on education, and partly covered by other sources of income.

III. *Raising the level of laboratory management*

Replacement of obsolescent equipment does not mean that all items of equipment are to be discarded. Some old equipment can be salvaged for continued use by carrying out the necessary modifications, including the use of new techniques, the addition of modern means of data collection, testing and controlling. Laboratory personnel should be encouraged to investigate new principles of instrumentation themselves, to develop new techniques and new apparatus, and should be rewarded for their efforts. Efforts should be made to transfer successful prototypes of self-made instruments which are of general interest and utility to serial production, either in the institution's own workshop or in external productive enterprises. Surplus instruments and equipment may be transferred to other institutions with or without compensation.

Study of cost-effectiveness should be made before any procurement. All available expertise should be consulted to avoid subjectivity and ignorance in decision making. The provision of indispensable accessories and peripheral equipment and maintenance technicians should be given serious consideration in any project. Expensive equipment having unique qualities should be made available for outside users. Sometimes a joint programme of utilization and management may have to be instituted.

A consistent system of job responsibilities should be devised and implemented, so that all laboratory personnel know clearly their own responsibilities. The institutional division responsible for supervising laboratory work should effectively monitor the operation of laboratories, the maintenance of instruments and equipment, and the implementation of security measures. An effective system of reward and supervision should be implemented.

IV. *Laboratory staff development*

To build up a corps of laboratory personnel who are dedicated to their work and professionally qualified is the fundamental guarantee of good laboratory work. They include teaching staff, technicians and other supporting personnel, workers and management personnel, etc. It is important to encourage good team work to ensure a smooth and efficient operation of the laboratory.

With the progress of education and science, more sophisticated and expensive instruments and equipment have been and will continue to be installed in university laboratories, and so the demand on the qualifications and skills of laboratory personnel will become more exacting. Modern university laboratories not only need the services of different types of technician and highly skilled craftsmen, but also need the expertise of a number of university level engineers skilled in design and developmental work. The proper ratio between high- and intermediate-level technical personnel and skilled workers varies from 1:2:1 to 1:2:2, depending on the specific conditions obtaining in each laboratory. Important laboratories should be headed by personnel of the rank of full professor, associate professor or senior engineer. Teaching staff giving courses involving laboratory sessions should acquire the necessary skills.

Recruitment of new personnel, irrespective of their job responsibilities, should be subject to rigorous examination and selection. All existing personnel who lack the necessary qualifications and skills for their jobs should undergo systematic in-service training or be sent to schools or colleges for upgrading for a certain period. Those personnel who are unequal to their tasks and can hardly be upgraded through retraining must be removed from technical jobs.

Abstract prepared by Mr. Huang Shiqi, Director, Information and Documentation Unit, Ministry of Education, Beijing.

CEAS	335	
COUNTRY	Czechoslovakia	27
AUTHOR	Laws, statutes, etc.	
TITLE	Vyhláška ministerstva školství České socialistické republiky ze dne 27.července 1984 o poskytování stipendií a příspěvků studentům vysokých škol	
BIBLIOGRAPHICAL DATA	*Collection of Laws of the Czechoslovak Socialist Republic*, 20 August 1984, no. 15	
TRANSLATION	Notice of the Ministry of Education of the Czech Socialist Republic from 27 July 1984 relating to the scholarships and allowances given to university students	
KEYWORDS	Central government laws/Czechoslovakia/scholarships/educational allowances/economically disadvantaged	

The Ministry of Education of the Czech Socialist Republic issued the following notice in accordance with Article 98, paragraph 2, of the University Law.

Article 1: Extent of validity

This notice relates to:

(a) students who are Czechoslovak citizens (hereafter referred to as 'students');

(b) students who are not Czechoslovak citizens and who have obtained permission to stay in Czechoslovakia (hereafter referred to as 'foreign students') as long as they pursue regular studies at the universities or other higher educational institutions directed by the Ministry of Education of the Czech Socialist Republic (hereafter referred to as 'Ministry of Education');

(c) students who are Czechoslovak citizens and have been sent to universities or other higher educational institutions abroad by the Ministry of Education (hereafter referred to as 'Czechoslovak scholarship-holders').

Article 2: Types of scholarships and allowances

(1) There are social scholarships, scholarships awarded by merit, exceptional scholarships awarded by merit, preferential scholarships for particular disciplines, social scholarships given to students who are mothers and to students who are single, divorced, widowed or who are for other serious reasons isolated (in further text referred to only as 'isolated students') and care for their own or for an adopted child (in further text referred to only as 'a dependent child'), exceptional scholarships, departmental scholarships, regional scholarships, enterprise scholarships and allowances.

(2) The student applies for a scholarship at the dean's office of the faculty at which he or she is studying. He or she encloses the relevant documents with the application. The dean makes a decision in accordance with Article 57, paragraph 2, of the University Law.

PART ONE

Article 3: Ascertainment of the social situation

1. The social situation plays a decisive role:

(a) in the case of childless isolated students and childless married students whose husband (wife) is unemployed, the social situation is based on the average net monthly income of one member of the household of the parent or of one member of the household of one of the parents of the student with whom the student is living, or of his or her husband or wife (in further text referred to only as 'the parent'). If the student is not a member of the household of one of the parents, the scholarship is determined on the basis of the alimony which the court has fixed between the parents;

(b) in the case of students whose husband/wife has paid employment, it is based on the average net monthly income of one member of their household;

(c) in the case of students who care for a dependent child and whose husband/wife has no paid employment, in the case of isolated students with a dependent child and in the case of orphaned students or of students who receive an allowance covering needs of a child in a foster-father's care, only the student's own income is considered, as long as its total amount does not exceed 800 Czechoslovak crowns monthly.

2. Social scholarships are awarded from the beginning of the school year. If the student applies for the social scholarship after the school year has begun, it is given to him or her from the first day of the month in which he or she submitted the application.

3. The students, including those students who study in accordance with an individual plan of studies, are given scholarships for a period not exceeding 11 months during a school year.

Article 5: Extent of the social scholarship

The social scholarship is awarded at between 150 and 450 Czechoslovak crowns per month.

Scholarship awarded by merit

Article 6: Conditions for granting the scholarship

1. The scholarship awarded by merit is granted for a period not exceeding 11 months from the beginning of the second year of studies at a higher educational institution to those students who, in the previous year, have pursued regular studies, have not repeated the previous year, whose average marks were acceptable and who have completed the study plan for the previous year. Those students who completed the study plan after the end of the academic year will be granted the scholarship depending on their credits from 1 January only; the award of a scholarship taking into consideration the credits earned before 1 January can be exceptionally permitted by the dean.

2. Those students who have an individual plan of studies (corresponding to the length of regular studies) may be granted the scholarship as long as their credits are satisfactory, if they fulfil the conditions mentioned in paragraph 1 and if they have completed their plan of studies before the end

of the academic year. The average credits include the final results of examinations and official credits from the subjects included in the individual plan of studies. Those students following an individual plan of studies and whose studies have been prolonged by the dean can be granted the scholarship depending on the credits achieved during the period of studies.

3. Those students transferring from a higher educational institution abroad to a university or other higher educational institution in Czechoslovakia will be granted a scholarship depending on their credits in accordance with recognized examinations passed at universities or other higher educational institutions abroad.

4. The scholarship awarded on the basis of credits is granted without request and regardless of whether the student also receives another scholarship.

Article 7: Ascertaining the average credits of the student

The average credits include the final results of:

(a) examinations and official credits;
(b) approved credits from previous studies;
(c) credits approved by the dean in those cases when the student has been enrolled in a different school or faculty, or when he or she has continued his or her studies after an interruption;
(d) credits approved by the dean for those students readmitted to studies after abandonment or exclusion;
(e) recognized examinations passed at a university or other higher educational institution abroad.

Article 8: Extent of the scholarship awarded on credits

The scholarship awarded on credits is given in the amount: (a) in preferred study specializations between 250 and 550 Czechoslovak crowns; and (b) in other study specializations between 200 and 500 Czechoslovak crowns.

Article 9: Exceptional scholarships awarded by merit

1. Those students whose studies have taken less time than normal will be given an exceptional scholarship awarded by merit of 300 Czechoslovak crowns for every month of the school year for which the studies have been shortened.

2. To those students who have graduated with distinction, have been politically and socially committed, and have joined in the scientific, research and professional or artistic activities at the educational institution, the dean may award a bonus in the form of an exceptional scholarship depending on the marks achieved in the national terminal examination or the national selection examination.

3. Students may receive only one of the bonuses mentioned in paragraph 2.

4. Those students who are preparing for the teaching profession, including those who intend teaching vocational subjects at non-educational faculties, are eligible for the prize of the Minister, the prize of the rector, the honourable mention of the dean and the award of an exceptional scholarship depending on the marks achieved — the 'Josef Haken scholarship'.

Article 10: Preferential scholarship

1. A preferential scholarship is awarded for the successful conclusion of every year of regular studies in a preferred study specialization to those students who:

(a) in the preceding year have obtained the average marks;

(b) have completed the study plan before the end of the school year; if the student has fulfilled the study plan for the previous year after the beginning of the next school year, the dean can grant the preferential scholarship only with the approval of the rector, or, if that particular educational institution is not divided into faculties, with the approval of the Minister of Education;

(c) are enrolled in the following year of the preferred study specialization or have successfully concluded their studies at a university or other higher educational institution by passing the national terminal examination or the national selection examination in the first or second term fixed by the dean for passing these examinations.

2. The average marks include: the final results of examinations and official credits according to Article 7; the result of the defence of a thesis; and the results of individual study subjects in the national terminal examination or the national selection examination.

3. Preferential scholarships are awarded to those students who follow an individual plan of studies for a period not exceeding the length of regular studies under conditions mentioned in paragraph 1. The average credits include the final results of examinations and official credits from the subjects included in the individual plan of studies. If individual study plans of students are longer than the fixed length of studies, they may be awarded preferential scholarships for the duration of studies fixed by their individual plan.

4. The preferential scholarship is awarded if the conditions mentioned in paragraph 1 are fulfilled, independent of whether the student also receives another scholarship. The preferential scholarship is awarded without request.

5. In the event that a new specialization is proclaimed for a preferential scholarship, measures come into effect in the year of its proclamation to those students who are in the first year of that specialization. If the preference is discontinued, the student will retain the scholarship which was originally awarded until the conclusion of his or her studies, even in the case of an interruption of studies, repetition of a year and prolongation or shortening of studies in accordance with an individual plan of studies.

Article 11: Social scholarship awarded to students who are mothers and to isolated students with a dependent child

1. The social scholarship awarded according to Article 5 will be increased for those students who are mothers and for isolated students with a dependent child.

2. If these students are not entitled to receive a social scholarship according to Article 5, they will be awarded a scholarship for each dependent child.

3. The scholarship mentioned in paragraphs 1 and 2 is awarded to female students who request it within three months of the birth of their child; this scholarship cannot be awarded to female students earlier than from the beginning of the school year. If the request is not presented in time, the scholarship will be awarded from the first day of the month in which the claim is presented.

4. A female student who gives birth to a child during her studies at a higher educational institution will be awarded the social scholarship — according to paragraphs 1 and 2 — retrospectively, beginning from the first day of the month into which falls the beginning of the fourth week before childbirth; the scholarship awarded in this way will be given during the whole period of studies, if the conditions mentioned in articles 1 and 2 are met.

5. A female student whose child is born within four weeks of the conclusion of her studies at a higher educational institution will be entitled to a scholarship — according to paragraphs 1 and 2 — retrospectively, beginning from the first day of the month into which falls the beginning of the fourth

week before childbirth; the scholarship awarded in this way will be given also in the month in which the studies have been concluded.
6. A female student whose child is stillborn or whose child dies within six weeks of childbirth will be awarded the scholarship — according to paragraphs 1 and 2 — also for the month into which falls the end of the sixth week from the day of childbirth.
7. The payment of a scholarship to a female student whose child has been taken into care because of neglect and also to a female student whose child is in institutional care for other than health reasons, will be stopped from the first day of the month which follows the month in which this decision came into effect; for the purpose of awarding the social scholarship according to articles 3 to 5 the female student is regarded as not having custody of this child.
8. The scholarship according to paragraphs 1 and 2 is awarded to students who are mothers and to isolated students with a dependent child during 12 months for each school year; it is also given during the repetition of a year.

Article 12: Exceptional scholarship
1. An exceptional scholarship can be awarded by the dean to the students mentioned in Article 1 at their request or on his own initiative for social reasons or as a reward.
2. An exceptional scholarship for social reasons can be awarded to those students where it is justified by their social situation and by the social situation of the persons who provide their sustenance; this refers especially to male students with a dependent child whose wife is unemployable, to handicapped students and to students whose parents or husband/wife no longer provide sustenance. This scholarship can be awarded also to students who repeat a year for serious health or family reasons.
3. An exceptional scholarship for social reasons can be given simultaneously with the social scholarship; the period during which the exceptional scholarship will be paid is fixed by the dean.
4. To those students whose credits are not below average, who take part in public activities, participate in socially useful work and join in the scientific, research and specialized (artistic) activities of the institution, the dean can — if no material reward has been given to them — award an exceptional scholarship.

Article 13: Scholarships to foreign students
1. The universities and other higher educational institutions give scholarships to foreign students upon:
(a) marriage with a Czechoslovak citizen;
(b) employment of their parents or husband/wife in Czechoslovakia;
(c) Czechoslovak citizenship of one of the parents;
(d) awarding of the right of asylum in Czechoslovakia;
(e) awarding of the right of asylum in Czechoslovakia to their parents who shall live permanently in the country.
2. The scholarships are awarded in accordance with the above-mentioned provisions of this notice to the following extent:
(a) to foreign students mentioned in paragraph 1 (a-c), the social scholarship (Article 5 b), the scholarship awarded by merit (Article 8 b) and the exceptional scholarship;
(b) to foreign students mentioned in paragraph 1 (d-e), the social scholarship, including the social scholarship awarded to students who are mothers and to isolated students with a dependent child, the scholarship awarded by merit, the exceptional scholarship, the preferential scholarship and the Josef Haken scholarship.

Article 14: Scholarships of Czechoslovak scholarship-holders

1. Czechoslovak scholarship-holders are awarded the social scholarship under conditions fixed in Articles 3-5 and the social scholarship given to students who are mothers and to isolated students with a dependent child; it is also possible to award them exceptional scholarships for social reasons.

2. The scholarships mentioned in paragraph 1 are awarded under conditions fixed by this notice during the main holiday periods, or when the student is carrying out vocational or social and political activities, or unable to work, as well as to female students for maternity leave and to isolated students with a dependent child for the reasons and under conditions mentioned in Article 1 (c).

Article 15: Payment of scholarships

1. The scholarships are paid regularly to the students mentioned in Article 1 (a-b) by the dean's office or according to conditions fixed by the dean after consultation with the local Socialist Union of Youth. The scholarship is not paid if the student does not collect it within one month. Late payment of uncollected scholarships is permitted by the dean of the faculty only in exceptional circumstances.

2. The scholarships awarded under Article 14 are paid to the Czechoslovak scholarship-holders by the organization appointed by the Ministry of Education.

PART TWO
DEPARTMENTAL, REGIONAL AND ENTERPRISE SCHOLARSHIPS AND ALLOWANCES

Article 16: Conditions for awarding scholarships and allowances

1. The central bodies, regional national committees, state economic enterprises, co-operative and social enterprises (hereafter referred to as 'organizations') can, in the interest of training skilled employees where a shortage exists and in harmony with the national development plan, award scholarships and allowances from their own resources (hereafter referred to as 'scholarships').

2. As a rule, scholarships and allowances are awarded during the last two years of study to those students with whom a written agreement exists (hereafter referred to as the 'agreement') to the effect that, after the conclusion of their studies, they will take up work in those regions where a shortage exists for their specialization, that they will stay in that organization for at least five years, and that they will refund their scholarship if they do not fulfil their engagement or fulfil it only partially. Working time does not include military service and maternity leave.

3. The student is obliged to present the agreement or its copy to the dean's office.

Article 17: Amount of scholarships and allowances and the period during which they are awarded

1. The scholarship in preferred study specializations is worth 1,000 Czechoslovak crowns monthly; in other study specializations it is worth 800 Czechoslovak crowns monthly.

Article 18: Annulation of the obligation to refund a scholarship

The obligation to refund a scholarship is annulled if the organization has refused to conclude a contract of service with the student or if the contract has been terminated by:

(a) an official notice issued by the organization;

(b) a notice issued by the employee following a medical report that he/she is entitled to a disability pension; or if the organization has violated an essential clause in the contract; or if he/she cannot fulfil this obligation owing to organizational changes; or if his/her professional qualification has not been used during the last 12 months for at least 6 months; or
(c) cancellation of the contract by the employee before it comes into force; or
(d) for other reasons in the national interest as laid down by the respective central body.

PART THREE:
COMMON, TRANSITIONAL AND CONCLUDING PROVISIONS

Article 19

1. The social scholarship, the scholarship awarded to students who are mothers and to isolated students with a dependent child, and the exceptional scholarship in accordance with Article 12, are not awarded to those students who have concluded an agreement according to Article 16.
2. The scholarships are not awarded to students:
(a) if studies are interrupted;
(b) during the period which, after the change of school or faculty or after the interruption of studies, corresponds to the period during which they have already received the scholarship during their preceding studies;
(c) during the period which, in case of a new admission to a university or other higher educational institution after abandonment of studies, corresponds to the period of their previous studies for which they have already received the scholarship;
(d) who are graduates of a university or other higher educational institution.
3. During the repetition of a year the social scholarship is not awarded, with the exception of cases mentioned in Article 11.

Article 20

These regulations apply to those students who, after finishing their studies at the secondary boarding-schools for working people, enter a university or other higher educational institution and who are, on the day when this notice comes into force, enrolled in the second or subsequent year of regular daily studies, until the conclusion of their studies; scholarships awarded by merit and preferential scholarships are awarded in accordance with this notice.

Article 21

[Refers to documents which cease to be in force.]

Article 22

This notice comes into force on 1 September 1984.

Abstract prepared by Mr. Jaroslav Hůrka, Director, Ustav Skolských Informací, Při Ministerštvu Skolstvi ČSR, Praha.

CEAS	336	
COUNTRY	Czechoslovakia	28
AUTHOR	Laws, statutes, etc.	
TITLE	*Výklad ministerstva školství České socialistické republiky č.j. 20 800/84-24 k instrukci ministerstva školství České socialistické republiky č.j. 21 240/79-24 ze dne 16.července 1979 o školních knihovnách*	
BIBLIOGRAPHICAL DATA	*Bulletin of the Ministry of Education and the Ministry of Culture of the Czech Socialist Republic*, vol. XL, parts 8-9, 20 September 1984	
TRANSLATION	Explanatory note of the Ministry of Education of the Czech Socialist Republic No. 20 800/84-24 concerning instruction No. 21 240/79-24 of 16 July 1979 on school libraries	
KEYWORDS	School librarians/school libraries/Czechoslovakia/library collections/library services/library science training/library science	

The establishment and organization of school libraries, their purpose, equipment, management and control are regulated by the instruction of the Ministry of Education of the Czech Socialist Republic (No. 21 240/79-24) on school libraries. In order to increase the effectiveness of school libraries and to encourage teachers to educate their pupils in the rational utilization of scientific and technical information (hereafter referred to only as 'educating pupils to work with information'), the Ministry of Education, in agreement with the Ministry of Public Health of the Czech Socialist Republic and with the central bodies concerned, issued this explanatory note in which the individual provisions of the ministerial instruction are presented in greater detail. The Ministry of Education recommends this explanation as a guideline for future action.

Article 1

1. School libraries can also be set up in those school facilities in which it is expedient, for instance in nursery schools and hostels, as well as in primary and secondary schools.
2. The local national committee can set up a school library, as an out-of-school educational facility, in order to serve several schools of the same type, for instance on new housing estates. Such school libraries will fulfil the same tasks as school libraries located in the school building, but they are in no case substitutes for a public library. These libraries will employ professional librarians who are appointed, directed and supervised by the local national committee. They will be assisted in their work through the support of the Cabinet for Work with Books and for the Care of School Libraries of the regional educational institutes or the district educational centres.
3. The perspective of integrating library and information activities would be served best by a united school library (the pupils' library with the teachers' library), especially at secondary schools.

Article 2: Acquisition of library resources

In accordance with the type and purpose of the school, the library resources will be assembled from the following information sources: books, periodicals and special sources (reproductions of pictures, photographic documents, gramophone records and other sound recordings, films, slides, microfilms, microfiches, theses, rules and regulations, mission reports, etc.).

Profile of the book collection

1. *Nursery schools*: basic political literature; basic educational and psychological literature about pre-school education; illustrated stories for children of pre-school age.
2. *Primary schools*: basic political and philosophical literature directly related to the education and teaching of pupils and to the education of teachers; basic works from the field of general education, teaching, psychology and other auxiliary sciences; basic specialized and methodical works about using books for teaching and in the school library; literature which should help in the choice of a profession; encyclopedias, dictionaries, specialized vocabularies and basic reference books from all fields of science taught at school and also concerning the special interests of pupils; recommended school reading; complementary reading relating to the teaching of individual subjects; and works of fiction according to the needs of the school.
3. *Secondary schools* should have a selection of material similar to that of primary schools, supplemented with the specialized and instructional literature for teaching particular subjects.
4. *Other educational institutions*: basic political, educational and specialized literature, instructional literature and works of fiction according to the type and needs of that institution.

Profile of the periodicals collection

1. *Nursery schools*: magazines for pre-school children; educational, psychological and specialized journals.
2. *Basic schools*: magazines for children of school age; educational, psychological, specialized and language journals.
3. *Secondary schools*: magazines for youth; educational and psychological journals; and basic Czechoslovak and foreign specialized and language journals.
4. *Other educational institutions*: magazines for children and youth according to the type and needs of the institution; educational and psychological journals; Czechoslovak and foreign specialized and language journals; and journals dealing with the particular field of that institution.

Books and periodicals at secondary schools should serve not only the teaching staff but should also be made available to the pupils.

Structure of the book collection

1. The development of the school library through new acquisitions and deletions is directed toward the optimum composition of the book collection (the proportions are given for guidance purposes):

Nursery schools — 20 per cent, instructional literature; 80 per cent, works of fiction.
Basic schools — 50 per cent, instructional literature; 50 per cent, works of fiction.
Grammar schools, secondary vocational schools, secondary vocational training institutions — 70 per cent, instructional literature; 30 per cent, works of fiction.

Works of fiction in the school library should above all be literary works which complement and broaden the curriculum.

The libraries of secondary vocational training institutions and hostels should take account of the reading interests of the pupils. In the first place their relationship to the books in general should be cultivated, and secondly their reading habits should be encouraged.

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Acquisitions policy

1. For the systematic development of the book fund it is recommended that school libraries should work out a simple plan of acquisitions which would fix the proportion of each group of literature and the average number of copies.

2. The book resources of the school library should be complemented through the purchase of literature distributed centrally by the Ministry of Education and the Ministry of Public Health, and with gifts, at the same time keeping within the acquisitions policy. The selection of literature for school libraries is carried out regularly (at least once per month) based on the following procedure: co-operation of the head of the school library with the teaching staff and the ascertainment of their demands; ordering books from various publishers and book clubs; keeping informed of the bulletins and prospectuses of the book trade; utilization of bibliographies; utilization of notices published by specialized journals reporting new literature for particular subjects. Furthermore, school libraries established by the local national committees can obtain books through the services of the school departments of the district national committees and the regional national committees (or from the Prague National Committee), from the public health departments of the regional national committees (or from the Prague National Committee), or through centralized purchasing within a district or region. At the secondary vocational training institutions it is also possible to complement the book resources by purchasing from the resources of the cultural and social needs fund.

Utilization of the school library in the teaching process

1. The school library contributes to the educational work of the school in its own way, such as by regular lessons taking place in the school library, the utilization of books and information sources in the classrooms, etc.

2. The school library can prepare teachers for showing their pupils how to work with information through briefing sessions and model lessons, in co-operation with district educational centres, regional educational institutes, or with a public library.

3. When preparing teachers to show their pupils how to use scientific and technical information rationally, school libraries should collaborate with the relevant specialist in the regional educational institutes, district educational centres and with other services. Educating pupils to work with information should give them logical working habits in order to acquire basic knowledge about books and libraries, about the utilization of bibliographical and information materials in the library, and about methods and techniques of independent work with books and with other sources of information. If this education is to be effective, however, it must become a typical element in everyday teaching at school. Every teacher — regardless of the subject which he or she teaches — must gradually adjust his or her way of teaching and his or her methods to this requirement, i.e. use teaching methods enriched by use of the school library.

Teachers should organize their teaching so that the pupils acquire during their compulsory schooling basic skills and habits relating to the use of various information aids and some intellectual abilities relating to the selection, classification, processing and utilization of information. Teachers should proceed in accordance with the guidelines laid down in the reference book relating to the education of pupils for work with information.

In those areas where resource centres have not yet been set up, the heads of school libraries can co-operate with public libraries in such a way that all classes will have at least one lesson in basic librarianship and bibliographical procedures during the school year.

Management of the school library

The headmaster of the school should entrust the management of the school library to a suitable member of staff who can be expected to devote a continuous period of time to this function, but in any case at least three years.

Rules of lending

It is advisable that the rules of the school library should first of all lay down the conditions of lending. These rules define those who are entitled to use the library, when they can borrow, the procedure, extent and terms of lending, administrative principles for the lending of books, rights and duties of readers (fines in case of damage or loss of books). The rules of lending are complemented and broadened with suitable provisions corresponding to the activities of the school, to its type, speciality and size. They are prepared by the head of the school library and approved by the headmaster.

Abstract prepared by Mr. Jaroslav Hůrka, Director, Ustav Skolských Informací, Při Ministerštvu Skolstvi ČSR, Praha.

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